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ABSTRACT

As an aid for curriculum development officers at the California community colleges, this monograph presents course outlines for a model Administration of Justice curriculum. After introductory material describing the history of the curriculum development project that resulted in the creation of the model, the monograph presents descriptive outlines for five core courses: Introduction to the Administration of Justice, Principles and Procedures of the Justice System, Concepts of Criminal Law, Legal Aspects of Evidence, and Community Relations. Next, 15 elective courses are outlined: Substantive Law, Concepts of Enforcement Services, Principles of Investigation, Crime Scene and Laboratory Techniques, Fundamentals of Crime and Delinquency, Institutional Field Services, Criminal Justice Interviewing and Counseling, Judicial Process in California, Principles and Practices in Civil Process, Court Administrative Services, Court Enforcement Principles, Security Services System, Business and Retail Security, and Industrial Security. Each outline contains a brief course description and indicates the length of the course, course goals, general performance objectives, the scope of course content, instructional and evaluation methods to be used, minimum standards of achievement, and selected readings. An executive report summarizing the activities of the curriculum update project is attached. (JP)

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ADMINISTRATION OF JUSTICE

EDUCATIONAL PROGRAMS FOR COMMUNITY COLLEGES OF CALIFORNIA

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Prepared By
923 Group
Riverside, California

For the
Chancellor's Office
California Community Colleges
1980

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UPDATE ADMINISTRATION OF JUSTICE CURRICULUM

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This Publication was prepared by the "923 Group", in cooperation with and on contract to the California Community Colleges.

MANAGEMENT COORDINATION TEAM

"THE 923 GROUP"

Bob Blanchard, Project Director

Ben Clark

Stan Everett

The "923 Group" is a private partnership located in Riverside, California. The primary purpose of the "Group" is to provide comprehensive management and organizational services to private business and governmental agencies.

PREFACE

California Community College programs are designed to fulfill the needs of the community and the state. These programs are constantly being examined and revised for compatability with changes in local practices and philosophy and to keep abreast of the constant change taking place in our evolving society. The Administration of Justice program is structured for growth of the student and mobility in his chosen field. This curriculum guide, a revision and update of the Administration of Justice curriculum, was designed to assist community colleges to develop high quality program offerings on a statewide basis.

This listing of courses, including the five basic core courses, have been developed and refined over the past several years. Curriculum development committees wrote the course outlines through a series of projects funded by the Chancellor's Office, California Community Colleges, from Vocational Education Project funds. This revision was made possible from Subpart 3, VEA PL 94-482, 1976 project funding for curriculum development. The project had assistance from a large number of individuals and groups including educational practioneers, Administration of Justice personnel, advisory committees, the Administration of Justice Liaison Committee to the Articulation Conference, and others who expressed an interest in the process.

The project was conducted by the 923 Group, directed by Robert Blanchard, Director, Administration of Justice program, Riverside City College. The overall coordination was provided by the Chancellor's Office, California Community Colleges, Program Approval and Evaluation Unit, under the supervision of J. Winston Silva, Specialist in Criminal Justice Education.

This model includes certain suggested behavioral objectives. These are not intended to be all-inclusive and Administration of Justice instructors may wish to revise or expand in their individual program implementation.

We trust that this material will provide the guidance for continued high performance by college personnel participating in preparing students for a career in Administration of Justice occupations.

Gerald C. Hayward
Chancellor
California Community Colleges

ACKNOWLEDGMENTS

The members of "The 923 Group" wish to express their appreciation to those who gave so freely of their time and talent in the research and development of this project. Without this type of dedicated commitment, the revision and updating of the Administration of Justice Curriculum would not have been possible.

First, we would like to thank the Curriculum Committee members, Cois Byrd, Pat Clark, Marv Eslinger, Dick Hunt, Al Nottingham, Buzz Perrine, Dan Scannell and Win Silva, who gave so generously of their time and knowledge.

We are also grateful to the members of the P.O.S.T. Advisory Committee who, as individuals, agreed to serve as the Advisory Committee of this project.

A particularly warm expression of gratitude goes to the entire membership of the California Association of the Administration of Justice Educators (C.A.A.J.E.), who provided the substantive content of this document.

A special note of recognition is extended to the following professional organizations, who provided continual suggestions, comments and direction:

CAAJE (California Association of the Administration of Justice Educators)

CADA (California Academy Directors Association)

California Community Colleges, Administration of Justice Programs

Chancellor's Office, California Community Colleges

CPOA Training Committee (California Peace Officers' Association)

Should these acknowledgments not give proper credit to all that participated in this effort, please accept our sincere apologies for the unintentional oversight.

"The 923 Group"

Bob Blanchard
Ben Clark
Stan Everett

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INTRODUCTION

We feel that there are two major points concerning this project which deserve to be repeated, and, indeed, cannot be overemphasized. First, the project is a systems wide project, appropriate for use in all segments (police, courts and corrections); secondly, to the best of our ability to make it so, it reflects the collective efforts of many dedicated professionals throughout the state.

During the academic year 1971-72 a team of Administration of Justice educators researched and developed a five course "core" which was intended to provide the student with a broad base of knowledge and rudimentary proficiencies in the general academic area of Administration of Justice. An objective of that team and the many dozens of other educators they represented was to identify and classify the parameters and the content of the core, then to group the knowledge and proficiency items into larger groupings of related topics and put them together into semester or quarter length courses. The next objective was to develop a series of courses that would serve as the core curriculum for the Administration of Justice educational program at lower division level. The project was funded through the California Community College Chancellor's Office. The principal intended users of the completed product of this team's efforts were the Community Colleges which offer courses in one or more of the educational programs in justice administration or closely allied offerings.

The goal of the first year's efforts was to develop a series of genuinely academic educational courses which would qualify for credit transfer at the lower division level as well as articulation to the several universities and state colleges throughout the state and to wherever else our students would transfer for continued higher education.

The next year's study and curriculum development project was directed toward development of elective courses in each of several options of educational programs in Administration of Justice beyond the core. The concept was to provide for the student an option to focus his studies on one of several tracks correlating to his professional interests. Courses were developed in the options of Law Enforcement, The Courts, and Corrections. The objectives were to develop the outlines and to disseminate them throughout the justice administration educational system for the purpose of establishing standardized outlines which would--like the core curriculum--serve as a model for ease in transfer and articulation.

The third phase of this comprehensive plan for Administration of Justice curriculum consisted of developing two additional tracks of study for the elective courses. These tracks were identified as Security Services and Physical Evidence Technician.

In 1978, recognizing that the Community Colleges and other educational institutions had been utilizing the results of this three phase program for several years, it was apparent that the time had come to revise and update the total Administration of Justice curriculum. This project was also funded through the California Community College Chancellor's Office and had as its objective the updating and revision of phases I, II and III to better meet the current and anticipated needs of our justice system.

In order to take advantage of the collective experience of the various colleges

and universities in using phases I, II and III, the following methodology was used:

1. A Curriculum Development Committee was formed (see Curriculum Development Committee, page i). Although each committee member assumed responsibility for specific courses, the entire committee reviewed all courses on three separate occasions.

2. An Advisory Committee was selected to review each stage of the project (see Acknowledgments, page iv).

3. Formal and close contact was maintained with the Criminal Justice Liaison Committee to the Articulation Conference.

The format used consisted basically of submitting the original three phases to the practitioners using them with a request for their suggestions/recommendations.*

These suggestions/recommendations were used by the Curriculum Development Committee to draft a first revision. This revision went to the same people, again with a request for suggestions/recommendations. Upon receipt of these responses, the Curriculum Development Committee prepared another draft for the third distribution to the field. A final meeting of the Curriculum Development Committee was held to discuss and integrate responses to this third mailing.

Based on this, a report was prepared and presented to the Advisory Committee, the Liaison Committee and the C.A.A.J.E. membership for final input before the conclusion of the project.

Again, the course content, as now constituted, reflects the collective opinion of many professionals within the justice system. We recognize the impossible task of "being all things to all people" and completely satisfying the many opinions about every detail within each course outline. However, during the entire project, we have been sensitive to constructive evaluations from the field and made every attempt to properly and fairly resolve each issue.

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* Mailing list consisted of all California Association of Administration of Justice Educators (C.A.A.J.E.) members, the Advisory Committee, and all Administration of Justice program directors as identified by the California Community Colleges Chancellor's Office.

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INTRODUCTION TO THE ADMINISTRATION OF JUSTICE

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: The history and philosophy of administration of justice in America; recapitulation of the system; identifying the various sub-systems, role expectations, and their interrelationships; theories of crime, punishment, and rehabilitation; ethics, education and training for professionalism in the system.

COURSE GOALS:

1. To provide a knowledge of the various agencies encompassing the administration of justice system and the interrelationships between them.
2. To develop the ability of the student to recognize the administration of justice agency best suited to his or her talents and aspirations.
3. To develop an appreciation of the complexity of the total system and importance and dignity of being a part of the system.

GENERAL PERFORMANCE OBJECTIVES:

1. The student completing this course of instruction will be able to demonstrate knowledge of the evolution of the administration of justice system, its objectives, role expectations, and trends to the satisfaction of the instructor.
2. Completion of this course of instruction will develop an awareness of the crime problem. The student will demonstrate knowledge of causal theories, criminal types, and the implications of crime statistics to the satisfaction of the instructor.
3. Instruction shall provide the student with an overview of the organization and operation of administration of justice agencies. The student shall demonstrate knowledge of the various agency organizational structures and their interrelationships to the satisfaction of the instructor.
4. The student completing this course of instruction will develop an appreciation of education, training, and professionalism in the administration of justice system. The student shall demonstrate knowledge in this area to the satisfaction of the instructor.

SCOPE:

I. The Need for Administration of Justice Agencies.
   A. Roles and objectives within the Administration of Justice System.
      1. Law Enforcement.
      2. Judicial.
      3. Corrections.
   B. Explanations of Crime.
      1. Causal Theories.
         a. Evolution of theories.
         b. Sociocultural factors.
         c. Psychological considerations.
         d. Political-economic implications.
      2. Criminal Classifications.
         a. White-collar crime.

b. Organized crime.
c. Professional vs. casual.
d. Victimless crime.

C. Scope of the Crime Problem.
1. Implications of criminal statistics.
2. Volume and rate.
3. Crime related factors.
a. Human.
b. Time.
c. Environmental.
4. The Correctional System and its relation to the problem.
a. Theories of punishment.
b. Treatment concepts.
c. Dynamics of recidivism.
5. The Court System and its relation to the problem.
a. Time factors.
b. Sentencing procedures.

II. Evolution of the Administration of Justice System.
A. Law Enforcement.
1. Early history.
2. Development of the English Police.
3. Development and present-day status of American Police.
B. Judiciary.
1. Historical development.
2. Development of American courts.
3. Present-day status of American courts.
C. Corrections.
1. Historical origins.
2. Development of American corrections.
3. Modern era.

III. Overview of the Organization and Operation of Administration of Justice Agencies.
A. Organization and Operation of Law Enforcement; Judicial; and Correctional agencies.
1. Local.
2. State.
3. Federal.

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B. Judicial.
C. Corrections.
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B. Our Changing Society and Criminal Justice Agencies.
1. Role concepts.
2. Coping with change.
3. The communication process.
C. Police - Community Interaction.
1. Public attitudes toward the police.
2. Police attitudes toward the public.
3. Issues in Police - Community Relations.

VI. Education and Training.
A. Community College Programs.
1. Academic programs.
2. Technical training.
3. Academy training.

4. Standards and Training (all components).

B. State College and University Programs.
   1. Academic.
   2. Technical.

C. Relationship of Professional Associations.

VII. Professionalism.
   A. Canons and Codes of Ethics.
   B. Responsibilities to Society.
   C. Discretionary Powers.

VIII. Trends in the Field of Administration of Justice.
   A. Current.
   B. Future.

INSTRUCTIONAL METHODS:

1. Lecture and discussion.
2. Guest speakers.
3. Information sheets.
4. Demonstration.
5. Field trips.
6. Transparencies, slides, films, audio-tapes, and video-tapes.
7. Outside special projects and reports.
8. Exploratory work experience.

EVALUATION METHODOLOGY:

1. Written examination.
2. Special projects and/or report.
3. Attendance.
4. Class participation.

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory achievement on all parts of the evaluation process.

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PRINCIPLES AND PROCEDURES OF THE JUSTICE SYSTEM

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: An in-depth study of the role and responsibilities of each segment within the Administration of Justice System: law enforcement, judicial, corrections. A past, present and future exposure to sub-system procedures from initial entry to final disposition and the relationship each segment maintains with its system members and the community.

COURSE GOALS:

1. To provide the student with a knowledge of the procedures involved in the justice system from arrest to release; and,
2. To develop skills in applying this knowledge to an understanding of the operation of the Justice System; and,
3. To develop an appreciation of the necessity for the Justice System to operate as a cooperating entity so the most effective handling of cases can be provided; and,
4. To develop an ability to utilize the material presented in this course in making appropriate, discretionary decisions as to how to proceed while operating as a member of the system.

GENERAL PERFORMANCE OBJECTIVES:

1. When presented with the procedures involved in the Justice System from arrest to release, the student will be able to demonstrate ability to understand these concepts to the satisfaction of the instructor.
2. After developing skills in applying knowledge of the procedures involved from arrest to release to an understanding of the operation of the Justice System, the student will be able to given an oral presentation to the class that will demonstrate understanding.
3. After developing an appreciation of the necessity for the Justice System to operate as a cooperating system, the student will demonstrate knowledge of his/her appreciation by writing a research paper describing his/her competency.
4. After developing an ability to utilize material in making appropriate decisions on how to operate as a member of the system, the student will demonstrate knowledge of system membership by passing an examination to the satisfaction of the instructor.

SCOPE:

I. Overview of the Criminal Justice System.
   - A. Goals of Criminal Justice.
   - B. The Justice Process.
   - C. Components.
     1. Law enforcement.
     2. Judiciary.
     3. Corrections.
   - D. Role Identification and Objectives.
   - E. Sub-system Interaction and Conflict.
   - F. System or Non-System.

II. Legal Authorization for System.
   - A. U.S. Constitution.

B. California Constitution.
C. California Penal Code.
D. Other related legal provisions.

III. Implications of Civil Rights.
A. Effects on System Members.
B. Constitutional Guarantees.
C. Civil Rights.

IV. The Law Enforcement Process.
A. Law Enforcement Powers.
B. Process of Arrest.
1. Definitions.
2. Purpose.
3. Discretionary powers.
a. As last alternative.
b. Psychological and social impact.
4. Peace officer.
5. Private person.
6. Warrant.
7. Citation.
8. Responsibility of arrestee.
C. Pre-Trial Confinement.
1. Why confinement.
2. Alternatives.
3. Pre-Trial release.
a. Historical aspects.
b. Purpose.
c. Injustice.
d. Reforms.
D. Law Enforcement and the Community.
1. Public attitudes.
2. Law enforcement attitudes.
3. Contemporary issues.

V. Coroner - Medical Examiner.
A. Historical and legal considerations.
B. Role and responsibilities of the office.
C. The inquest process.

VI. Prosecuting Attorneys.
A. Types.
1. Attorney General.
2. District Attorney.
3. City Attorneys.
B. Functions.
1. Role and responsibilities.
2. Legal authority - discretionary powers.
3. Organization/staffing.
4. Relationship to city, state, federal prosecution.
5. Political implications.
6. Strengths and weaknesses.
7. Contemporary issues.

VII. Defense Attorneys.
A. Public Defenders.
1. Constitutional guarantees.
2. Role and responsibilities.
B. Federal, State, Public and Private.
1. Legal authority.
2. Organization.

3. Political involvement.
4. Interaction with other system components.

C. Private Counsel.
1. Politics of defense.
2. Manipulating the system.
a. Continuances.
b. Jury selection.

D. Legal Aid Societies and Groups.
1. Purpose.
2. Historical development.
3. Organization/staffing.
4. Financial support.
5. Political problems.

VIII. State and Federal Regulatory Agencies.
A. ABC.
B. Public Utilities Commission.
C. F.C.C.
D. F.A.A.
E. Federal Security.
F. Consumer Affairs Council.
G. Labor Commission.
H. State Compensation.
I. DMV.
J. Other related agencies.

IX. Courts.
A. Court Structure and Jurisdiction.
1. Justice.
2. Municipal.
3. Superior.
4. State Appellate.
5. State Supreme.
6. Federal District Court.
7. Federal Appellate Court.
8. Federal Supreme Court.

B. Magistrate and Referee.
1. Historical significance.
2. Responsibilities and duties.
3. How selected.
4. Qualifications.
5. Political implications.
6. Discretionary powers.
7. Tenure.
8. Removal.

C. Court Officers.
1. Clerk.
2. Constable, Marshal and Sheriff.
3. Recorder.

D. Future trends and contemporary issues.

X. Grand Jury.
A. Functions of the Jury.
1. Criminal process.
a. Recommendations.
b. Indictments.
2. Civil obligations.

B. Historical factors.
C. Grand Jury proceedings.

1. Selection process.
2. Tenure.

D. Contemporary issues.

XI. Judicial Process.

A. Accusatory pleadings.
1. Complaints.
2. Information.
3. Indictments.

B. Jurisdiction and venue.
1. Definition.
2. Types of jurisdiction.

C. Court appearances and proceedings.
1. Purpose - rights of defendant.
2. Arraignments.
a. Types of pleas.
b. Negotiated plea.
3. Pre-trial motions.
4. Preliminary examination.
5. Grand Jury indictment.
6. Trials.
7. Appeals.
8. Sentencing hearing.
9. Court role of probation officer.

D. The verdict.
1. Instruction to jury.
2. Deliberation.
3. Types of verdicts.

E. Sentencing process.
1. Probation review and recommendation.
2. Diagnostic research.
3. Definite/indeterminate sentence.
4. Sentence as prescribed by law.
5. Granting probation.
6. Inequity of sentences.

XII. Correctional Concepts.

A. General philosophy.
1. Stated objectives.
2. Success factor.

B. The functions of probation.
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b. Social reintegration.
2. The probationer.
3. Role of the probation officer as a change agent.
4. Case load.
5. Success factor.
6. Conditions of probation.

C. Process upon sentencing.
1. Reception guidance centers.
a. Classification and assignment.
2. Role of California Community Release Board and the California Youth Authority.
a. Determination of sentence.
b. Assessment of rehabilitation.
3. Rights of prisoners.
a. Substantive rights.

b. Procedural rights.
c. Loss of rights of convicted offenders.

D. Security facilities.
1. Maximum.
2. Medium.
3. Minimum.
4. Locations.

E. Rehabilitation - reality or myth.
1. Purpose.
2. Models.
3. Contemporary issues.

F. Present concept of treatment.
1. Community treatment centers.
2. Model centers for treatment.
a. Prisons without walls.
3. Responsibility of educational institutions.

G. The functions of parole.
1. Objectives.
a. Rehabilitation under supervision.
b. Social reintegration.
2. The parolee.
3. Role of the parole officer as a change agent.
4. Case load.
5. Success factor.
6. Conditions of parole.
7. Parole revocation hearings.

H. Community-based corrections.
1. Development.
2. Conflicting community expectations.
3. Corrections - community relations.

XIII. Community Resource Agencies.

A. Purposes.
1. Reason for development.
2. Relationship with the Justice System.
3. Objectives of service.

B. Organizations.
1. Youth centers.
2. Free clinics.
3. Narcotics rehabilitation homes.
4. Alcohol rehabilitation homes.
5. Suicide prevention centers.
6. Other related organizations.

INSTRUCTIONAL METHODS:

1. Lecture.
2. Seminar style discussion.
3. Guest lectures.
4. Demonstration.
5. Case studies.
6. Community based field trips.
7. Resource texts.
8. Correlary readings.
9. Special projects or papers and presentation for class evaluation.

EVALUATION METHODOLOGY:

1. Essay examination.

a. Quizzes.
b. Mid-term.
c. Final.

2. Active participation during class discussion.
3. Special project, paper or case study presentation to class.
4. Attendance.

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory achievement on all parts of the evaluation process to the satisfaction of the instructor.

SELECTED READINGS:

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Grosman, Brian A., The Prosecutor: An Inquiry into the Exercise of Discretion, Toronto, Canada, University of Toronto Press, 1969

Jackson, Donald D., Judges, New York, N.Y., Atheneum, 1974

James, Howard, Crisis in the Courts, New York, N.Y., David McKay Co., 1971

Keller, Oliver and Alper, Benedict, Halfway Houses: Community Centered Treatment, Lexington, Mass., D.C. Heath and Co., 1976

Kerlinger, George C., Kerper, Hazel B., and Cromwell, Paul F., Probation and Parole in the Justice System, St. Paul, Minn., West Publishing Co., 1974

Kerper, Hazel and Kerper, Janeen, Legal Rights of the Convicted, St. Paul, Minn., West Publishing Co., 1974

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McCartt, John M., and Mangogna, Thomas J., Guidelines and Standards for Halfway Houses and Community Treatment Centers, Washington, D.C., U.S. Government Printing Office, 1973

Miller, Frank W., Dawson, Robert O., Dix, George E., and Parnas, Raymond I., The Juvenile Justice Process, Mineola, N.Y., Foundation Press, Inc., 1971

Nagel, William G., The New Red Barn: A Critical Look at the Modern American Prison, New York, N.Y., Walker and Co., 1973

Nimmer, Raymond, Alternatives to Prosecution: A Survey of the Practice of Diversion, Chicago, Ill., American Bar Foundation, 1973

Orland, Leonard, Justice, Punishment, Treatment - The Correctional Process, New York, N.Y., Free Press, 1973

Palmer, John W., Constitutional Rights of Prisoners, Cincinnati, Ohio, W. H. Anderson Co., 1973

Perrine, Garrith, Administration of Justice: Principles and Procedure, St. Paul, Minn., West Publishing

Robertson, John A., ed., Rough Justice: Perspectives on Lower Criminal Courts, Boston, Mass., Little, Brown and Co., 1974

Rosett, Arthur and Cressey, Donald, Justice by Consent: Plea Bargaining in the American Courthouse, Philadelphia, Penn., Lippincott, 1976

Rubin, H. Ted, The Courts: Fulcrum of the Justice System, Pacific Palisades, Calif., Goodyear, 1976

Silverstein, Lee, The Defense of the Poor in Criminal Cases in America State Courts, Chicago, Ill., American Bar Foundation, Vol. I, 2, 3, 1965

Stanley, David T., Prisoners Among Us: The Problem of Parole, Washington, D.C., The Brookings Institute, 1976

Weston, Paul B., and Wells, Kenneth M., Criminal Procedure and Trial Procedure, Englewood Cliffs, New Jersey, Prentice-Hall, 1977

Winters, Glenn R., ed., Judicial Selection and Tenure, rev. ed., Chicago, Ill., American Judicature Society, 1973

CONCEPTS OF CRIMINAL LAW

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: Historical development, philosophy of law and constitutional provisions; definitions, classification of crime, and their application to the system of Administration of Justice; legal research, study of case law, methodology, and concepts of law as a social force.

COURSE GOALS:

1. To provide the student with a knowledge of the historical development of law and the philosophy of law.
2. To familiarize the student with the United States Constitution and to integrate constitutional provisions with the fundamentals of law.
3. To introduce the student to basic legal definitions and concepts which provide a foundation for law.
4. To develop within the student an appreciation for the value of case study and legal research as a means of interpreting court decisions in relation to the written statutes.
5. To familiarize the student with the relationship between the law and the total Administration of Justice system.

GENERAL PERFORMANCE OBJECTIVES:

1. When presented with an historical perspective of law, the student will be able to give an oral presentation to the class that would demonstrate understanding of the cultural evolution of law. Each student will also be able to answer questions in a written examination pertaining to the philosophical and historical development of law with an accuracy level to be determined by the instructor.
2. When confronted with a legal problem, the student will be able to locate appropriate cases and exercise sound discretion based upon legal research methodology and will be able to write briefs concerning decisions rendered in the cases that will demonstrate understanding of the application of legal research.
3. When confronted with constitutional amendments, the student will develop a perception of contemporary issues relating to the Administration of Justice and will be able to demonstrate knowledge of the legal concepts examined in class by writing a term paper describing these concepts.
4. When introduced to the basic legal definitions and concepts of law for non-lawyers, the student will develop the ability to cope with operational experiences by applying these definitions and concepts to the relevant legal codes in the Administration of Justice. The student will be able to demonstrate ability to understand legal definitions and concepts to the satisfaction of the instructor.

SCOPE:

I. Legal Research and Methodology.
   A. Ramifications of legal research.
   B. Orientation to case citations.
   C. Outline of the legal brief.
   D. Use of the law library.
   E. Attorney General opinions.

II. Philosophical and Historical Development.
   A. General and specific sources of law.
   B. Development of common law.
   C. The concept of Stare Decisis.
   D. Pre-emption.
   E. Repeal.
   F. Mala in Se vs. Mala Prohibita Crimes.
   G. Crimes without victims.
   H. Federal constitutional provision.
   I. Police Power of the State.
   J. Substantive vs. procedural law.

III. Codification of the Law.
   A. Development of statutory law.
   B. Specific legal codes.
      1. Business and Professions.
      2. Education.
      3. Fish and Game.
      4. Health and Safety.
      5. Penal Code.
      6. United States Code.
      7. Welfare and Institutions.
      8. City and County Ordinances.

IV. The Nature of Law.
   A. The definition of crime.
   B. The purpose of criminal law.
   C. The language and construction of penal statutes.
   D. Conflicts between statutes.
   E. Criminal and civil liability.
   F. Judicial review.

V. Classification of Crimes.
   A. Distinction between felonies, misdemeanors, and infractions.
   B. Punishments.
   C. Prior convictions.
   D. Lesser and included offenses.
   E. Double jeopardy.

VI. Corpus Delicti - Elements of Crime.
   A. Role of corpus delicti.
   B. Act and intent - negligence.
   C. Proximate cause.
   D. General intent.
   E. Specific intent.
   F. Transferred intent.
   G. Strict liability.

VII. Capacity to Commit an Offense.
   A. Exemptions to criminal liability.
   B. Diminished capacity and other mitigating factors.
   C. Capital crimes.
   D. Malice.
   E. Motive.
   F. Intoxication.
   G. Parties to a crime.
   H. Attempts.
   I. Conspiracy.

VIII. Overview of Specific Crimes.
   A. Crimes against the person and property.
   B. Crimes against public decency, morality and the public peace.

1. Historical development.
2. Constitutionally related discussion.
3. Community standards.

INSTRUCTIONAL METHODS:

1. Lecture and discussion.
2. Case study of recent court decisions.
3. Students to brief and discuss case and its implication to the Administration of Justice.
4. Field trip to county law library.
5. Handouts.
6. Texts and supplemental resources.

EVALUATION METHODOLOGY:

1. Written examinations.
   a. Quizzes.
   b. Mid-term.
   c. Final.
2. Active participation in class discussion.
3. Presentation of research papers to class.
4. Attendance.

MINIMUM STANDARDS OF ACHIEVEMENT:

Satisfactory achievement on all evaluation methods as determined by the instructor.

SELECTED READINGS:

Blonien, Rodney J., and Greenfield, Joel I., California Law Manual for the Administration of Justice, Los Angeles, Calif., West Publishing Co., 1979

Dix, George E., and Sharlot, M. Michael, Basic Criminal Law Cases and Materials, St. Paul, Minn., West Publishing Co., 1974

Ely, Dale F., and Associates, California Laws Relating to Minors, Gardena, Calif., Law Distributors, Inc., 1976

Gammage, Allen Z., and Hemphill, Charles F., Basic Criminal Law, 2nd Ed., New York, McGraw-Hill Book Co., 1979

Hunt, Derald D., California Criminal Law Manual, 5th Ed., Minneapolis, Minn., Burgess Publishing Co., 1980

Inbau, Fred E., Thompson, James R., and Moenssens, Andre A., Cases and Comments on Criminal Law, New York, The Foundation Press, Inc., 1973

LaFave, Wayne R., Principles of Criminal Law Cases, Comments and Questions, Los Angeles, Ca., West Publishing Co., 1978

Loewy, Arnold H., Criminal Law in a Nutshell, St. Paul, Minn., West Publishing Co., 1975

Payton, George T., Concepts of California Law, San Jose, Ca., Criminal Justice Services, 1977

Payton, George T., Peace Officer's Guide to Criminal Law, San Jose, Ca., Criminal Justice Services, 1977

Perkins, Rollin M., Cases and Materials on Criminal Law and Procedures, 4th Ed., New York, The Foundation Press, Inc., 1972

Pistole, Jesse R., Criminal Law for Peace Officers, Reston, Va., Reston Publishing Co., Inc., 1976

Prassel, Frank R., Criminal Law, Justice and Society, Santa Monica, Ca., Goodyear Publishing Co., Inc., 1979

Rubin, Sol, The Law of Criminal Correction, 2nd Ed., St. Paul, Minn., West Publishing Co., 1973

Weinreb, Lloyd L., Criminal Law Cases, Comment, Questions, 2nd Ed., New York, The Foundation Press, Inc., 1975
Wells, Paul W., Basic Law for the Law Enforcement Officer, Philadelphia, Pa., W. B. Saunders Co., 1976

LEGAL ASPECTS OF EVIDENCE

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: Origin, development, philosophy and constitutional basis of evidence; constitutional and procedural considerations affecting arrest, search and seizure; kinds and degrees of evidence and rules governing admissibility; judicial decisions interpreting individual rights and case studies.

COURSE GOALS:

1. To provide the student with a working knowledge of the rules of evidence, the various kinds of evidence, and the admissibility of evidence.
2. To develop in the student the ability to evaluate the various kinds of evidence available in a given case in order to determine its admissibility in court.
3. To develop in the student skill in handling case material so that evidence admissibility will not be destroyed by improper techniques or procedures.
4. To develop in the student an appreciation of the value of all kinds of evidence and the need to use proper procedures and techniques so as to maintain the value and admissibility of evidence.
5. To impress upon the student that legally admissible evidence is the end product of all the work and effort of the crime investigator, and that it is essential to possess a sound knowledge of the rules of evidence.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will be able to demonstrate a working knowledge of the rules of evidence, the various kinds of evidence, and the admissibility of evidence by the successful completion of written examinations.
2. The student will be able to evaluate the various kinds of evidence available in a given case and will demonstrate this ability by writing a term paper concerning its admissibility in court.
3. The student will demonstrate his ability to use proper procedures in maintaining the value of evidence by performing satisfactorily in a role playing setting, involving a hypothetical case.
4. The student will demonstrate ability to relate legally admissible evidence to the corpus delicti of the crime under investigation by the successful completion of written examinations.

SCOPE:

I. Evaluation of Evidence.
   - A. What is evidence?
   - B. Proof and burden of proof.
   - C. Reasons for rules of evidence.
   - D. The evidence code.
   - E. Application of rules of evidence.
   - F. Doctrine of judicial notice.
   - G. Presumptions.

II. Case Law and Legal Research.

III. Detention and Arrest.

A. Constitutional authority.
B. Procedures - probable cause.
C. Applicable case law.

IV. Search and Seizure.
A. History and development - case law.
B. The exclusionary rule - definition.
C. Define.
1. What is a search?
2. What is a seizure?
D. Search warrants.
E. Search incidental to arrest.
F. Consent search.
G. Search and seizure incidental to arrest.
1. Cursory search.
2. Temporary detention.
3. Stop and frisk.
H. Search of
1. Houses,
2. Vehicles,
3. Other places.

V. Discovery.
A. Reporting and discovering procedures.
B. What is the right of discovery?
C. Importance to investigator.
D. Pre-trial discovery.
E. Right of discovery through preliminary hearing.
F. Prosecution's right of discovery.
G. Unavailability of original notes.

VI. Types of Evidence.
A. Real evidence.
B. Direct.
C. Circumstantial.
D. Prejudice.
E. Specific kinds.
1. Character.
2. Manner of proof.
3. Character of victim.
F. Similar or related acts or circumstances.
1. General.
2. Intent, motive, and knowledge.
3. Common scheme or design.
4. Inter-connected offenses.
G. Other circumstances.
1. Possession of recently stolen property.
2. Sudden affluence.
3. Flight or other evasion.
4. Threats and prior difficulties.

VII. Witnesses - Competency.
A. Definition.
B. Grounds for qualification and disqualification.
C. Analysis of statutory grounds.

VIII. Privileged Communication.
A. Basic statutes - Evidence Code.
B. General.
C. Attorney and client.
1. Nature of privilege.
2. Requirement.

3. Exceptions.

D. Husband and wife.
   1. Privilege not to testify against spouse.
      a. Nature of privilege.
      b. Requirements.
      c. Exceptions.
   2. Privilege for confidential marital communication.
      a. Nature and purpose.
      b. Requirements.
      c. Exceptions.

E. Physician and patient - nature of privilege.

F. Psychotherapist and patient - nature of privilege.

G. Clergyman and confessor - nature of privilege.

H. Identity of informer.
   1. Nature of privilege.
   2. Disclosure necessary for fair trial.
   3. Where disclosure not required.

I. News media - nature of privilege.

IX. Self incrimination and non-testimonial compulsion.
   A. Basic statutes - Evidence Code.
   B. Nature of privilege.
   C. Distinction between defendant and witness privilege.
   D. Scope of privilege.
   E. Granting immunity and effect.
   F. What constitutes compulsion to testify.
   G. Non-testimonial compulsion.

X. The Opinion Rule.
   A. Basic statutes - Evidence Code.
   B. Non-expert testimony.
   C. Expert opinion.
      1. Common knowledge.

XI. Impeachment, Corroboration and Refreshing Memory.
   A. Basic statutes - Evidence Code.
   B. Impeachment.
   C. Corroboration.
   D. Refreshing recollection of memory.
   E. Past recollection recorded.

XII. Hearsay.
   A. Defined.
   B. Dying declaration.
   C. Spontaneous or contemporaneous statements.
   D. Statements against interest.
   E. Mental state.
   F. Business records.
   G. Official records.
   H. Family history.

XIII. Confessions and Admissions.
   A. Basic statutes - Evidence Code.
   B. Statement of constitutional rights.
   C. Miranda warning.
   D. Case law affecting interviewing.

XIV. Documentary Evidence.
   A. Basic statutes - Evidence Code.
   B. Best evidence rule.
   C. Recordings.
   D. Official writings.

XV. Photographic Evidence.
- A. Photographs as evidence.
- B. First rule of admissibility - relevancy.
- C. Second rule of admissibility - accurate representation.
- D. Identification of a photograph.
- E. Posed photographs.
- F. Gruesome photographs.
- G. Nude photographs.
- H. Motion pictures as evidence.
- I. Colored photographs.
- J. Prints to be used as evidence.

XVI. Introducing Evidence at Trial.
- A. Proper handling of evidence and maintaining chain of evidence.
- B. Connecting evidence with issues of trial.
- C. Tactics of defense to discredit evidence.

INSTRUCTIONAL METHODS:
1. Lecture - discussion.
2. Demonstration.
3. Guest speakers.
4. Information sheets.
5. Transparencies, slides, films and video tape.
6. Moot Court (role playing).
7. Field trips to a court in action.
8. Special projects or case study and report.

EVALUATION METHODOLOGY:
1. Written examinations.
   a. Mid-terms.
   b. Final exam.
2. Written project or case study report.
3. Attendance.
4. Active class participation.

MINIMUM STANDARD OF ACHIEVEMENT:
Completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Blonien, Rodney J., and Greenfield, Joel I., California Law Manual for the Administration of Justice, Los Angeles, Calif., West Publishing Co., 1979

Fricke, Charles W., and Alarcon, Arthur L., Criminal Evidence, 9th Ed., Los Angeles, Ca., Legal Book Store, 1978

Gardner, Thomas J., Criminal Evidence Principles, Cases and Readings, St. Paul, Minn., West Publishing Co., 1978

Inbau, Fred Edward, and Apen, Marvin E., and Carrington, Frank, Evidence Law For the Police, New York, Chilton Book Co., 1972

Jefferson, Bernard S., California Evidence Benchbook, distributed by California Continuing Education of the Bar, Berkeley, Ca., 1972

Klein, Irving J., Law of Evidence for Police, 2nd Ed., St. Paul, Minn., West Publishing Co., 1978

Klotter, John C., and Meier, Carl L., Criminal Evidence for Police, Cincinnati, Oh., The W. H. Anderson Co., 1971

Louisell, David W., Kaplan, John, and Waltz, John R., Evidence Cases and Materials, 3rd Ed., Mineola, N.Y., The Foundation Press, Inc., 1976

Markle, Arnold, Criminal Investigation and Presentation of Evidence, St. Paul, Minn., West Publishing Co., 1976

Rutter, William A., Evidence, Gardena, Ca., Hancourt Brace Jovanovich Legal and Professional Publications, Inc., 1977

Stuckey, Gilbert B., Evidence for the Law Enforcement Officer, 3rd Ed., N.Y., McGraw-Hill, 1979

Waddington, Lawrence C., Criminal Evidence, Encino, Ca., Glencoe Publishing Co., Inc., 1978

Weston, Paul B., and Wells, Kenneth M., Criminal Evidence for Police, 2nd Ed., Englewood Cliffs, New Jersey, Prentice-Hall, Inc., 1976

Witkin, B. E., California Evidence, 2nd Ed., San Francisco, Ca., Bancroft-Whitney, 1966 - with the 1977 supplement by B. E. Witkin and Jack Leavitt

COMMUNITY RELATIONS

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: An in-depth survey of the relationship of the Criminal Justice System and the community. Through study and interaction the student will probe the causal and symptomatic aspects of community misunderstanding, lack of cooperation, and mistrust. The course examines the concept that community relations develops through a continuing process of interaction between the criminal justice practitioner and the citizen. Emphasis will be directed not only to the character of community relations, but also to methods for understanding how such a relationship is developed, maintained, and may be changed.

COURSE GOALS:

1. To develop an awareness of the problems confronting the relationship of the Criminal Justice System and their community.
2. To develop an awareness that community relations are not the unique concerns of specialized units, but rather the concern of a department's entire personnel. Community relations are not exclusively a matter of special programs, but a matter that touches on all aspects of the Criminal Justice System.
3. To examine the communication process with a view to fostering and improving communications and understanding between the criminal justice practitioner and the community.
4. To identify objectives for the Criminal Justice System and the community to achieve in order to understand and appreciate the nature and causes of the complex problems in people-to-people relations, with a view to improving minority and/or sub-culture group relationships.
5. To develop an awareness of the need for a criminal justice practitioner partnership in developing community resources and crime prevention programs.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will demonstrate knowledge of criminal justice functions and philosophies as they apply to initiating positive community interaction.
2. The student will develop an awareness to the complex nature of person-to-person communications. The student will demonstrate knowledge of the barriers to and the techniques for enhancing effective communications.
3. The student will demonstrate ability to understand and appreciate the factors of why people in the community behave as they do and to use this understanding to make criminal justice-community relations more effective.
4. Each student will participate in a group project dealing with one of the topics presented in the course outline. This topic shall be decided upon with the consent of the instructor and performed to standards established by the instructor.

SCOPE:

I. Criminal Justice System and Contemporary Society.
   A. Roles of the Police, Judiciary, and Corrections.
      1. Historical perspectives.
      2. Contemporary roles.
      3. Role interactions within the Criminal Justice System.
      4. Role interactions with the community.
   B. Criminal justice culture.
      1. Self-image of the police, judiciary, and corrections.
      2. Personalization of social and legal problems.
      3. Job-related stress.

II. The Communication Process.
   A. Conceptualization.
      1. Definitions.
      2. Modes of communication.
      3. Obstacles to communication.
   B. Developing human awareness.
      1. Of people and sub-cultures.
      2. Of events.
      3. Of environment.
   C. Techniques for enhancing effective communications.
      1. Basic skills.
      2. Applied skills.
   D. Disseminating knowledge and understanding.
      1. Helping the public to understand the criminal justice function.
      2. Communicating information to the public.
      3. Inter-agency exchange of information.
   E. Media relations.
      1. Impact of crime news by the media.
      2. Responsibility of media in crime reporting.
      3. Responsibility of Criminal Justice System in crime reporting.

III. Discretionary Decision Making.
   A. Definition and rational.
   B. Discretion vs. discrimination.
   C. Policy making.
      1. Community input.

IV. Community Resource Development.
   A. Concept of community resource development.
      1. Identification of the range of social and criminal problems dealt with by the Criminal Justice System.
      2. Inadequacies of the Criminal Justice System in dealing with such problems.
   B. Overview of available resources.
      1. Federal.
      2. State.
      3. Local.
      4. Private.
   C. Development and utilization of resources.
      1. Law enforcement.
      2. Judiciary.
      3. Corrections.

V. Crime Prevention.
   A. Defining the problem.
   B. Concept of crime prevention.
      1. Responsibility of the Criminal Justice System.
      2. Role of the community.
   C. Crime prevention programs.

1. Hardware emphasis.
2. Peopleware.

VI. Professionalism.
- A. What is a professional?
- B. Misuse of authority and its consequences.
- C. Accountability.
  1. Internal controls.
  2. External controls.

VII. Role Playing and Dialogue Sessions.
- A. Guest speakers and representatives chosen from the community should be utilized to expose the student to a wide variety of the viewpoints expressed during the lecture topics. Speakers should also be drawn from the Administration of Justice system to provide insight to the "system's" view of such topics.

VIII. Group Projects.
- A. Topics and procedure for study shall be determined by the instructor and the class. These projects should pertain to the lecture topics and be designed to provide the student with a further analysis of the concepts.

INSTRUCTIONAL METHODS:

1. Lecture.
2. Seminar style discussion.
3. Guest lectures.
4. Case study.
5. Community based field trips.
6. Resource development projects.
7. Correlary readings.
8. Special projects for and class presentation and evaluation.

EVALUATION METHODOLOGY:

1. Written examinations.
2. Special projects and reports.
3. Active participation during class discussion.
4. Attendance.

MINIMUM STANDARD OF ACHIEVEMENT:

Achievement on all parts of the evaluation process to the satisfaction of the instructor.

SELECTED READINGS:

Akers, Ronald L., and Sagarin, Edward, Eds., Crime Prevention and Social Control, New York, N.Y., Praeger Publishers, 1974

Altshuler, Alan, Community Control: The Black Demand for Participation in Large American Cities, New York, N.Y., Pegasus, 1970

Bard, Morton, Family Crisis Intervention: From Concept to Implementation, New York, N.Y., City College Research Foundation, 1974

Bell, Derrick A., Race, Racism, and American Law, Boston, Mass., Little, Brown and Co., 1973

Bent, Alan E., and Possum, Ralph, Police, Criminal Justice and the Community, New York, N.Y., Harper and Row, 1976

Brenner, Rod, National Neighborhood Watch Programs, Washington, D.C., National Criminal Justice Reference Service, 1974

Cromwell, Paul F. Jr., and Deefer, George, Police-Community Relations, St. Paul, Minn., West Publishing Co., 1973

Curtis, Lynn A., Violence, Race, and Culture, Lexington, Mass., Lexington Books, 1975

Eisenberg, Terry, and Fosen, Robert H., and Glickman, Albert S., Police-Community Action: A Program for Change in Police-Community Behavior, New York, N.Y., Praeger Publishers, 1973

Greifer, Julian, ed., Community Action for Social Change: A Casebook of Current Projects, New York, N.Y., Praeger Publishers, 1974

Henslin, James M., Deviant Life-Styles, New Brunswick, N.J., Transaction Books, 1976

International Halfway House Association, Guidelines and Standards for Halfway Houses and Community Treatment Centers, Washington, D.C., National Criminal Justice Reference Service, 1973

Kitano, Harry L., Race Relations, Englewood Cliffs, N.J., Prentice-Hall, 1974

Klyman, F. I., and Hannon, F. B., Police Roles in a Changing Community: A Community Relations Planning Guide for Law Enforcement Agencies, Wichita, Kansas, Wichita State University Press, 1973

Lipsky, Michael and Oldon, David J., Riot Commission Politics: The Processing of Racial Crisis in America, New Brunswick, N.J., Transaction Books, 1976

Long, Elton, and Long, James, and Leon, Wilmer, and Weston, Paul B., American Minorities: The Justice Issue, Englewood Cliffs, N.J., Prentice-Hall, 1975

Niederhoffer, Arthur and Niederhoffer, Elaine, The Police Family, Lexington, Mass., Lexington Books, 1975

Norris, Donald F., Police-Community Relations: A Program That Failed, Lexington, Mass., Lexington Books, 1973

Radelet, Louis A., and Reed, Hoyt Coe, The Police and the Community, Beverly Hills, Ca., Glencoe Press, 1977

Reasons, Charles E., and Kuykendall, Jack L., eds., Race, Crime, and Justice, Pacific Palisades, Ca., Goodyear Publishing, 1972

Ruchelman, Leonard, Who Rules the Police?, New York, N.Y., New York University Press, 1973

Schultz, Donald O., ed., Critical Issues in Criminal Justice, Springfield, Ill., Charles C. Thomas, 1975

Servin, Manuel, An Awakened Minority: The Mexican Americans, 2nd Ed., Beverly Hills, Ca., Glencoe Press, 1974

Viano, Emilio and Cohn, Alvin W., Police-Community Relations: Images, Roles, Realities, Philadelphia, Pa., J.B. Lippincott, 1976

Watson, Peter, ed., Psychology and Race, Chicago, Ill., Aldine Publishing, 1974

Wilson, Terry W., and Ruqua, Paul Q., Police and the Media, Boston, Mass., Little, Brown, Educational Associates, 1975

Wintersmith, Robert, Police and the Black Community, Lexington, Mass., Lexington Books, 1974

SUBSTANTIVE LAW

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: An in-depth study of the substantive laws commonly encountered by the municipal, county or state police officer or investigator or other criminal justice employee. The scope of the course includes misdemeanor and felony violations of the criminal statutes.

COURSE GOALS:

1. To provide a knowledge necessary for understanding appropriate California Codified Law.
2. To provide the student with an overview of case decisions affecting statutory law.
3. Develop an appreciation for the role statutory law plays in the subsystem of law enforcement in its relationship with the Criminal Justice System.
4. To develop an ability to exercise field level discretionary decisions on behaviors amounting to public offenses.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will demonstrate an acceptable procedure for the study of substantive law by presenting a series of reports which reflect the law as defined in the Codes. Accompanying each report will be a legal brief explaining the intention of the law and its justification in accordance with constitutional limitations.
2. The student will list the essential elements, or corpus delicti, constituting each of the substantive laws studied during this course. Each of the terms will be defined to the satisfaction of the instructor.
3. The student will successfully complete objective examinations covering the various laws and their elements to the satisfaction of the instructor.
4. Given a hypothetical situation in either written or oral form, the student will describe which violation has been committed, specify what evidence will be necessary to prove the charge and give at least one example of a court-tested case.
5. Given an assignment to research certain cases, the student will visit the local law library and find such sources as are necessary and will prepare a specified number of legal briefs.

SCOPE:

I. Review of the Basic Concepts of Law.
   - A. The nature of law and its effect on society.
   - B. Felony and misdemeanor crime classifications.
   - C. Intent, capacity, and other human factors in crime.
   - D. The function and impact of the courts on the legal process.
   - E. Techniques of legal research.
   - F. Corpus delicti: definition of terms and elements.

II. Preliminary Crimes.
   - A. Solicitation.
   - B. Conspiracy.
   - C. Attempts.

III. Crimes of Personal Violence.
- A. Legal and social implication.
- B. Criminal homicide.
- C. Personal assaults of an aggravated nature.
- D. Misdemeanor assaults.
- E. Crimes against children.

IV. Kidnap and Crimes Involving Unlawful Restraint.
- A. Kidnap.
- B. False imprisonment.
- C. Child stealing and related offenses.

V. Robbery and Extortion.
- A. Robbery.
- B. Extortion.

VI. Sex Offenses.
- A. Rape and related offenses.
- B. Crimes of a sexual nature against children.
- C. Violations involving legally defined sexual perversion.

VII. Violations of Order and Conduct.
- A. Disturbance of the peace.
- B. Unlawful assemblies.
- C. Riots and related offenses.
- D. Trespass and property violations.
- E. School and public institution disturbances.

VIII. Dangerous Weapons Control Laws.
- A. Local regulations and enforcement policies.
- B. State laws and their application.
- C. Federal laws and their relationship to state laws.

IX. Crimes Against Property.
- A. Burglary and other private property violations.
- B. Theft.
- C. Embezzlement.
- D. Receiving and possession of stolen property.
- E. Arson and malicious destruction of property.

X. Non-Violent Crimes of Acquisition.
- A. Checks and forgeries.
- B. Credit card violations.

XI. Consumer Fraud and Related Offenses.
- A. Fraudulent versus unethical business practice.
- B. Recognition of criminal code violations.

XII. Vice Offenses.
- A. The "victimless" crimes.
- B. Alcoholic Beverage Control.
- C. Gambling and related offenses.
- D. Prostitution and soliciting for prostitution.
- E. Public and private morals offenses.

XIII. Narcotics and Drug Abuse.
- A. Organized crime relationship to narcotic traffic.
- B. Narcotic and drug traffic violations.
- C. Drug abuse and criminal laws.

XIV. Fish and Game Regulations.

XV. Boating Safety Regulations.

XVI. Other Substantive Laws Relating to the Area.

XVII. Federal Laws Directly Related to Local Criminal Justice.

XVIII. Juvenile Court Law and Substantive Law.
- A. The juvenile court and the legal process.
- B. Criminal law violations involving the child.

INSTRUCTIONAL METHODS:

1. Lecture.
2. Case study and legal research.
3. Films, slides, video-tapes, sound tapes, other A-V aids.
4. Field trips to law library.
5. Text assignments and additional reading.
6. Controlled notes and other informational materials.

EVALUATION METHODOLOGY:

1. Essay and objective examinations.
2. Quizzes.
3. Research papers and legal briefs.
4. Class participation and oral presentations.

MINIMUM STANDARD OF ACHIEVEMENT:

Completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Blorien, Rodney J., and Greenfield, Joel I., California Law Manual for the Administration of Justice, Los Angeles, Ca., West Publishing Co., 1979

Dix, George E., and Sharlot, M. Michael, Basic Criminal Law Cases and Materials, St. Paul, Minn., West Publishing Co., 1974

Ely, Dale F., and Associates, California Law Relating to Minors, Gardena, Ca., Law Distributors, Inc., 1976

Gammage, Allen Z., and Hemphill, Charles F., Basic Criminal Law, 2nd Ed., New York, McGraw-Hill Book Co., 1979

Hunt, Derald D., California Criminal Law Manual, 5th Ed., Minneapolis, Minn,, Burgess Publishing Co., 1980

Inbau, Fred E., Thompson, James R., and Moenssens, Andre A., Cases and Comments on Criminal Law, New York, The Foundation Press, Inc., 1973

LaFave, Wayne R., Principles of Criminal Law Cases, Comments and Questions, Los Angeles, Ca., West Publishing Co., 1978

Loewy, Arnold H., Criminal Law in a Nutshell, St. Paul, Minn., West Publishing Co., 1975

Payton, George T., Concepts of California Law, San Jose, Ca., Criminal Justice Services, 1977

Payton, George T., Peace Officer's Guide to Criminal Law, San Jose, Ca., Criminal Justice Services, 1977

Perkins, Rollin M., Cases and Materials on Criminal Law and Procedure, 4th Ed., New York, The Foundation Press, Inc., 1972

Pistole, Jesse R., Criminal Law for Peace Officers, Reston, Va., Reston Publishing Co., Inc., 1976

Prassel, Frank R., Criminal Law, Justice, and Society, Santa Monica, Ca., Goodyear Publishing Co., Inc., 1979

Rubin, Sol, The Law of Criminal Correction, 2nd Ed., St. Paul, Minn., West Publishing Co., 1973

Weinreb, Lloyd L., Criminal Law Cases, Comment, Questions, 2nd Ed., New York, The Foundation Press, Inc., 1975

Wells, Paul W., Basic Law for the Law Enforcement Officer, Philadelphia, Pa., W.B. Saunders Co., 1976

CONCEPTS OF ENFORCEMENT SERVICES

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: Exploration of theories, philosophies, and concepts related to the role expectations of the line enforcement officer. Emphasis is placed upon the patrol, traffic, and public service responsibilities and their relationship to the Administration of Justice system.

COURSE GOALS:

1. To provide the knowledge necessary for understanding the role expectations of the line officer.
2. To develop the ability to meet the responsibilities of the line officer with respect to his specific functions.
3. To provide the knowledge necessary to analyze the interrelationships between enforcement personnel and the public being served.
4. To develop an appreciation of the interrelationships between the role expectations of the line law enforcement officer and the total Administration of Justice system.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will be able to demonstrate knowledge of the philosophy and objectives of patrol, patrol systems, and traffic law through oral presentations, a term paper, and written examinations to the satisfaction of the instructor.
2. The student will learn general enforcement tactics, preliminary and traffic accident investigation, and public service responsibilities during routine and emergency situations. The student will demonstrate knowledge in these areas through participation in simulated field exercises and written examinations to the satisfaction of the instructor.
3. The student will develop an awareness of hazards and dangers inherent in fulfilling the role of the line enforcement officer. The student will demonstrate ability to recognize potential hazards and ability to protect himself and the public under a variety of circumstances to the satisfaction of the instructor.
4. The student will develop an appreciation of the relationship between the law enforcement officer and the public by analyzing the limitations and the various alternatives present in situations involving use of force, discretionary decision making, and crisis intervention. The student will demonstrate knowledge of this area through short written reports, group discussions, and written examinations to the satisfaction of the instructor.

SCOPE:

I. Philosophy and Objectives of Enforcement Services.
   A. Crime prevention and suppression.
      1. Behavior modification.
         a. Presence of marked units and uniformed officers.
         b. Unmarked units and plainclothes officers.
      2. Selective enforcement.
      3. Prevention and suppression of crime.
   B. Apprehension of offenders.

C. Protection of life and property.
D. Maintenance of public peace and order.
E. Reactive vs. proactive patrol.
F. Public service functions - non-emergency called-for services.
    1. Lost children.
    2. Landlord-tenant disputes.
    3. Customer-merchant disputes.
    4. Boundary disputes.
    5. Neighborhood disturbances.
G. Emergency care of sick and injured.

II. Discretionary decision making.
A. Three main categories involving discretion.
    1. Invoke the criminal process.
    2. Method of proceeding.
    3. Handling non-criminal matters.
B. Sequential steps in decision making.
    1. Define the problem.
    2. Analyze and obtain all the facts.
    3. Determine the alternatives.
    4. Test the alternatives.
C. Alternatives.
    1. Take no action.
    2. Invoke the criminal process.
    3. Mediate the problem.
    4. Refer to more appropriate agency.

III. Crisis Intervention.
A. Definition and examples.
    1. Family disputes.
    2. Suicide threats.
    3. Snipers.
    4. Child abuse.
    5. Rape.
    6. Alcoholics.
B. Alternatives to arrest.
C. Referral agencies.
D. Local programs.
E. Personal stress factors.

IV. General Patrol Procedures and Techniques.
A. Preparation for patrol.
B. Selective patrol and enforcement.
C. Crime pattern analysis.
D. Use of equipment.
E. Emergency response.
F. Systems response to crimes in progress.
    1. Burglary.
    2. Robbery.
    3. Prowler.
    4. Assaults.
    5. Gang fights.
    6. Other disturbances.
G. Interpersonal relationships in arrest situations.
    1. Psychological impact of arrest.
    2. Importance of community relations.
    3. Planning the arrest.
H. Psychological aspects of citizen impact.
    1. Involvement of prejudices and attitudes.

2. Vehicle stops.

I. Interrelationships of patrol practices.
   1. Motorized, helicopter and foot patrols.
   2. Team concepts.
   3. One person vs. two person patrol.

V. Force as a means of compliance (mechanics of arrest).
   A. Laws of arrest.
   B. Effecting the arrest.
   C. Preventing unlawful flight.

VI. Preliminary Investigations.
   A. Interpersonal relationships of individuals on crime scene.
   B. Protection and preservation of crime scene evidence.

VII. Dynamics of Group Confrontations (crowd control).
   A. Group behavior patterns.
   B. Prevention techniques.
   C. Demonstrationsand strikes.
      1. Role expectations in demonstrations.
      2. Traffic problems.
   D. Psychology of group direction.
      1. Legal aspects.
      2. Planning, preparation and training.

VIII. Cooperative Emergency Services (Mutual Aid).
   A. Role of justice sub-systems in a disaster.
   B. Disaster service organizations.
   C. Planning and management.
   D. Panic control.
   E. Traffic problems.
   F. Information dissemination.

IX. Officer Safety.
   A. Law enforcement officer death and injury statistics.
      1. Vehicle accidents.
      2. Enforcement situations.
      3. Comparisons with other on-the-job death and injury statistics.
   B. Coping with personal and family emotional stress.
   C. Typical enforcement hazards.
      1. Vehicle stops.
      2. Other.
   D. Defensive driving phi!osophy.

X. Traffic Enforcement and Accident Investigation.
   A. Legal aspects of traffic enforcement.
   B. Prevention through selective enforcement.
   C. Citations: mechanics and psychology.
   D. Traffic accident investigation and reporting.
   E. Special problems.
      1. Drunk drivers.
      2. Hit and run drivers.
      3. Reporting traffic flow conflict patterns.

INSTRUCTIONAL METHODS:

1. Lecture and discussion.
2. Guest speakers.
3. Demonstrations.
4. Role playing.
5. Field trips.
6. Special projects and reports.

EVALUATION METHODOLOGY:

1. Written examinations.
2. Special projects and reports.
3. Class participation.

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives as determined by the instructor.

SELECTED READINGS:

Adams, Thomas F., Police Patrol Tactics and Techniques, Englewood Cliffs, N.J., Prentice Hall, 1978

Bassett, Arland R., Crime and Justice, Costa Mesa, Ca., 92626; Police Science Associates, Box 1412, Peperback, 427 pp., 1980

Bristow, Allen P., Police Disaster Operations, Springfield, Ill., Prentice-Hall, 1974

California Vehicle Code, Sacramento, State Department of Motor Vehicles

Eldefonso, Edward, Principles of Law Enforcement, New York, John Wiley & Sons, 1978

Fink, Joseph, and Sealy, Lloyd G., The Community and the Police - Conflict or Cooperation, New York, John Wiley & Sons, 1974

Goldstein, Herman, Policing a Free Society, Cambridge, Mass., Ballinger Publishing Co., 1977

Hand, Bruce A., and Sherman, Archibald W., Jr., Traffic Investigation and Control, Columbus, Charles A. Merrill Publishing Co., 2nd Ed., 1980

Hunt, Derald D., California Criminal Law Manual, Minneapolis, Minn., Burgess Publishing Co., 4th Ed., 1980

Iannone, Nathan F., Principles of Police Patrol, New York, McGraw Hill Co., 1978

Krasco, Fred, Arrest and Firearms, Costa Mesa, Ca., Box 1412, 92626, Police Science Associates, Paperback, 158pp., 1980

Muir, William K., Police: Streetcorner Politicians, Chicago, Ill., Univ. of Chicago Press, 1977

Radelet, Louis A., The Police and the Community, Encino, Ca., Glencoe Press, 2nd Ed., 1980

Schloss, Joseph D., Sr., Handbook of Arrest, Search and Seizure, Costa Mesa, Ca., 92626, Police Science Associates, Paperback, 44pp., 1980

Weston, Paul B., The Police Traffic Control Function, Springfield, Ill., Charles C. Thomas, 1978

Whisenand, Paul M., and Cline, James C., Patrol Operations, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1971

PRINCIPLES OF INVESTIGATION

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: The study of basic principles of all types of investigations utilized in the justice system. Coverage will include human aspects in dealing with the public, specific knowledge necessary for handling crime scenes; interviews, evidence, surveillance, follow-up, technical resources, and case preparation.

COURSE GOALS:

1. To provide the knowledge necessary to conduct a satisfactory investigation in criminal and non-criminal matters.
2. To develop the ability to gather facts, analyze the facts, and draw sound conclusions based on the facts revealed.
3. To create an appreciation of the complexities involved in dealing with evidence and legal implications during an investigation.
4. To develop the necessary proficiency to conduct an investigation from its inception to its completion.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will acquire knowledge of general investigative principles. The student shall demonstrate this knowledge through class discussion, short research papers, and written essay examinations.
2. The student will be able to demonstrate knowledge of crime scene investigation, interviewing, processing evidence, and surveillance through role playing, investigation of simulated scenes, project assignments, laboratory exercises, and written examinations.
3. The student will learn various types of investigations, technical resources available, principles of modus operandi, and specific types of investigations. The student will demonstrate this knowledge through class discussion, written papers and examinations.
4. The student shall demonstrate knowledge in the areas of preparation and presentation of cases for court and the legal aspects involved by briefing appropriate cases, involvement in mock courtroom scenes and written examinations.

SCOPE:

I. Conceptualization of Investigation.
   A. Definition and types.
   B. Application.
II. Systems Approach to Investigation.
   A. Criminal investigations.
   B. "Victimless" crimes investigation.
   C. Consumer fraud investigations.
   D. Presentence investigations.
   E. Prosecution and defense.
III. Analysis of Incident.
   A. Protection of incident scene.
   B. Area search methods.
   C. Principles of incident scene sketching.
   D. Evidence preservation.
   E. Field notetaking procedures.

1. Use in field - what to record.
2. Use of field notes in court.

F. Report writing.
1. Use of reports.
2. Opinions and conclusions in reports.

IV. Interviews - Suspects, Witnesses, Victims.
A. Legal aspects.
B. Psychological impact of interview environment.
C. Classification of interview techniques.
D. Interview recording methods.

V. Follow-up Investigation.
A. Development and follow-up of leads.
B. Sources of information.
C. Processing evidence.

VI. Philosophy of Modus Operandi.
A. Principles of modus operandi.
B. Modus operandi as an investigative tool.

VII. Investigative Techniques Applicable to Specific Offenses.
A. Burglary.
B. Robbery.
C. Assaults.
D. Sex offenses.
E. Other.

VIII. Investigation of Correctional Institution Incidents.
A. Types of incidents.
B. Investigative problems.
C. Roles and responsibilities of agencies.
D. Policy - procedures.

IX. Investigative Intelligence.
A. Objectives.
B. Surveillance.
C. Legal aspects.

X. Criminalistic Resources.
A. Evidentiary laboratory examinations.
1. Chemical.
2. Physical.
3. Biological.
4. Documentary.
5. Ballistics.
6. Photography.
B. Detection of deception.

XI. Pre-Trial Preparation.
A. Legal aspects of review.
B. Pre-trial conferences.
C. Courtroom presentation of testimony.

INSTRUCTIONAL METHODS:

1. Lecture and discussion.
2. Guest speakers.
3. Demonstrations.
4. Laboratory exercises.
5. Role playing.
6. Field trips.
7. Special projects and reports.
8. Exploratory work experience.

EVALUATION METHODOLOGY:

1. Written examinations.
2. Special projects and reports.
3. Class participation.

MINIMUM STANDARDS OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives, all examinations, papers, presentations and special projects as determined by the instructor.

SELECTED READINGS:

Allison, Harrison C., Personal Identification, Boston, Mass., Holbrook Press Inc., 1975

Bliss, Edward N., Jr., Defense Investigation, Springfield, Charles C. Thomas, 1978

Gammage, Allen Z., and Weston, Paul B., Basic Police Report Writing, 2nd Ed., Springfield, Charles C. Thomas Co., 1974

Greenwood, Peter W., et al, The Criminal Investigation Process, Lexington, Mass., D. C. Heath & Co., 1977

Horgan, John J., Criminal Investigation, New York, McGraw-Hill Book Co., 2nd Ed., 1979

Hunt, Derald D., California Criminal Law Manual, Minneapolis, Minn., Burgess Publishing Co., 5th Ed., 1980

Inbau, Fred E., et al, Scientific Police Investigation, New York, Chilton Book Co., 1972

Klockars, Carl B., The Professional Fence, New York, The Free Press, 1974

O'Hara, Charles E., Fundamentals of Criminal Investigation, Springfield, Ill., Charles C. Thomas

Parker, Donn B., Crime by Computer, New York, Charles Scribner's Sons, 1976

Schloss, Joseph D., Sr., Physical Collection of Evidence, Costa Mesa, Ca., Police Science Associates, Box 1412, 92626, Paperback, 43pp., 1980

Snyder, LeMoyne, Homicide Investigation, Springfield, Charles C. Thomas Co., 2nd Ed., Third Printing, 1973

Soderman, Harry and O'Connell, John J., Modern Criminal Investigation, New York, Funk and Wagnalls, Co., Inc.

Tierney, Kevin, Courtroom Testimony: A Policeman's Guide, New York, Funk and Wagnalls Co., Inc., 1977

Waddington, Lawrence C., Criminal Evidence, Encino, Ca., Glencoe Press, 1978

Weston, Paul B., and Wells, Kenneth, Criminal Investigation Basic Perspectives, Englewood Cliffs, N.J., Prentice-Hall, Inc., 1977

CRIME SCENE AND LABORATORY TECHNIQUES

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: Introduction to the field of criminalistics; the role of the laboratory in the Administration of Justice system; degrees and limits of scientific conclusions; introduction to technical equipment; examination of characteristics, properties and means of analyzing categories of physical evidence; familiarization and use of common types of cameras; darkroom techniques and study of fingerprint science is also included.

COURSE GOALS:

1. Introduce the student to the role of criminalistics, and related roles of evidence technology.
2. Provide knowledge of the degrees and limits of scientific conclusions resulting from the examination and testing of physical evidence.
3. Provide basic knowledge of the nature and physical properties of various categories of physical evidence and to additionally develop an understanding of common examination and testing processes used in the crime laboratory.
4. Develop a knowledge of photographic equipment, materials and procedures and their application to Administration of Justice.
5. Provide the student with the knowledge necessary to take legally admissible photographs of crime scenes, traffic accidents and related matters in an effective presentable manner.
6. Provide the knowledge necessary to effectively and efficiently identify physical evidence.
7. Develop the proficiencies required for properly collecting physical evidence.
8. Provide a basic knowledge in the use of fingerprint and other personal identification evidence.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will complete written objective and essay examinations.
2. In practical application, the student will demonstrate a knowledge of all photographic processes covered in this course.
3. The student will demonstrate knowledge of the techniques of identifying, collecting and preserving physical evidence through practical application, oral presentation, term project, and written examination, to the satisfaction of the instructor.
4. The student will demonstrate the ability to operate the scientific cameras and accessories listed in the course outline.
5. The student will demonstrate the ability to correctly locate and preserve fingerprint evidence.

SCOPE:

I. Evidence Technology.
   A. Role of evidence technology.
      1. Preliminary investigation.
      2. Follow-up investigation.
      3. Courtroom presentation.

II. Crime Scene Recording.
   A. Systematic search procedure.
   B. Measurements.
   C. Field notetaking.
   D. Sketching and diagrams.
III. Collection, Preservation of Evidence Techniques.
   A. Crime scene.
   B. Victim, suspect.
      1. Clothing.
      2. Blood.
      3. Hair.
      4. Semen.
      5. Poisons.
      6. Powder burns.
      7. Wounds.
   C. Packaging physical evidence.
   D. Transporting evidence.
   E. Evidence room management.
IV. Identifying, Collecting, Preserving Fingerprint Evidence.
   A. Taking fingerprint impressions.
      1. Introduction to equipment and techniques of recording.
      2. Practical application of recording impressions.
   B. Preservation of fingerprint evidence.
      1. Photographic preservation of fingerprint evidence.
      2. Chemical preservation.
      3. Mechanical preservation.
   C. Special problems in fingerprint identification.
      1. Fingerprinting the dead.
      2. Palm printing.
      3. Foot printing.
   D. Fingerprint analysis.
      1. Importance of fingerprints.
      2. Instruction in basic patterns and their components.
      3. Introduction to Battley Single Print Impression System.
      4. Galton details.
      5. Filing systems.
V. Description of Crime Laboratory Instrumentation.
   A. Microscopes.
      1. Compound.
      2. Stereo zoom.
      3. Comparison.
   B. Gas chromatographs.
VI. Categories of Physical Evidence.
   A. Firearms and ammunition.
   B. Tool mark evidence.
   C. Glass and similar properties.
   D. Soils.
   E. Hair and fibers.
   F. Body fluids.
   G. Questioned documents.
   H. Number restoration.
VII. Introduction to Cameras and Equipment.
   A. Types of cameras.
   B. Photographic lenses.
   C. Principles of light and lighting.
   D. Photographic films.
   E. Laboratory photography.

VIII. Application to Investigation and Law Enforcement.
- A. Accident photography.
- B. Crime photography.
- C. Evidentiary and identification photography.

IX. Photographic Courtroom Presentation.
- A. Legality of photography in court.
- B. Preparation of photographs for court.
- C. Presentation of court exhibits.

INSTRUCTIONAL METHODS:
1. Lecture and discussion.
2. Participation in the manipulative processes of law.
3. Demonstration.
4. Simulated crime scenes, practical application.
5. Films, film strips, audio and visual tapes.
6. Special projects and reports.

EVALUATION METHODOLOGY:
1. Written examinations and quizzes.
2. Performance tests in manipulative sections of the course.
3. Class participation and attendance.
4. Outside assignments and class project.

MINIMUM STANDARDS OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Cooper, Joseph D., and Abbott, Joseph C., Nikon F. Nikkormat Handbook of Photography, Amphoto, New York, N.Y.

Eastman Kodak Co., Basic Police Photography, Eastman Kodak Co., Rochester, N.Y., 2nd Ed., 1964

Encyclopedia of Photography, The, Greystone Press, New York, N.Y.

Kirk, Paul L., Crime Investigation, 2nd Ed., New York, John Wiley, 1974

Kreml, Franklin M., Director, Northwestern Univ., The Evidence Handbook for Police, Northwestern Univ., Evanston, Ill.

Leonard, V. A., Criminal Investigation and Identification, Charles C. Thomas, Springfield, Ill., 1971

O'Hara, Charles E., Fundamentals of Criminal Investigation, 3rd Ed., Charles C. Thomas, Springfield, Ill., 1973

Osterburg, James W., The Crime Laboratory, Indiana University Press, Bloomington, 1968

Photolamp and Lighting Data Pamphlet, General Electric Company, revised 1968, Cleveland, Ohio 44112

Pountney, Harold, Police Photography, Elsevier Publishing Co., New York, 1971

Sansone, Sam J., Modern Photographyfor Police and Firemen, The W. H. Anderson Co., Cincinnati, Ohio, 1971

Scott, Charles C., Photographic Evidence, West Publishing Co., St. Paul, Minn., 2nd Ed.

Swensson, A., and Wendel, O., Techniques of Crime Scene Investigation, Elsevier Publishing Co., New York, 1965

Weston, Paul B., and Wells, Kenneth M., Criminal Investigation Basic Perspectives, 2nd Ed., Englewood Cliffs, Prentice-Hall, Inc., 1974

FUNDAMENTALS OF CRIME AND DELINQUENCY

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: An introduction to major types of criminal behavior, role careers of offenders, factors which contribute to the production of criminality or delinquency: methods used in dealing with offenders in the justice system; the changing roles of law enforcement and judicial, probation, parole and institutions, changes of the law in crime control and treatment processes.

COURSE GOALS:

1. To provide a knowledge of the types of human behavior which constitute violations of legal codes of conduct as declared by authorized agents of a politically organized society.
2. To develop the ability of the student to recognize major role patterns of behavior which amount to public offenses by offenders and an understanding of factors contributing to such acts in a democratic republic.
3. To develop the students appreciation of the ethical issues involved in understanding and dealing with offenders within the justice system; with the primary consideration by legal intervention, the protection of society and the rights of all citizens.
4. To develop the students ability to identify the past, current and projected roles of law enforcement, judicial, probation, parole and institutions.

GENERAL PERFORMANCE OBJECTIVES:

1. When presented with the major theoretical concepts of deviant behavior causation factors and resultant illegal role career patterns of offenders, the student will be able to demonstrate ability to understand these concepts by passing a written examination with an accuracy to be determined by the instructor.
2. Following the development of skills in behavior analysis of offender patterns, the student will be able to give an oral presentation to the class that will demonstrate an understanding of certain role categories of unlawful conduct as defined by the justice system.
3. After developing an appreciation of the changing role law has on definition of behavior acts amounting to crime or delinquency, the student will write a research paper that will describe this role and his/her competency in understanding its application to public offenders.
4. Following the development of ability to identify and analyze patterns of unlawful behavior, the student will demonstrate knowledge of crime and delinquency and its relationship to the criminal justice system by passing a written examination with an accuracy to be determined by the instructor.
5. When presented with the past, present and current roles of law enforcement, judicial, probation, parole and institutions, the student will demonstrate knowledge of roles within the justice system by passing a written examination with an accuracy to be determined by the instructor.

SCOPE:

I. Conceptualization.
   A. Definition processes.
   B. A major concern in 20th Century America.
   C. Social change and its effect on labeling unlawful acts.
   D. The economic impact of crime and delinquency.
   E. The serious nature of crime and delinquency.
   F. Public attitudes toward crime, delinquency, and the justice system.

II. Scope and Trends of Crime and Delinquency.
   A. The risk of harm (personal crime).
   B. Loss of property.
   C. Unreported crime (the iceberg syndrome).
   D. Crime and delinquency trends - changes in distribution.
   E. Solution of crime and delinquency problems.
   F. Future projections.
   G. Costs of crime for the justice system.
   H. Recidivism.

III. Etiology and Ecology.
   A. Causal theory - criminal behavior.
      1. The classical school.
      2. The anthropological approach.
      3. The psychological approach.
      4. The psychoanalytical view.
      5. The ecological position.
      6. The social, sociological and cultural dimension.
   B. Characteristics of offenders.
      1. Living patterns, age, race and sex.
      2. Delinquency and family group.
      3. School career and delinquency.
      4. Labeling and stigma.
   C. Patterns of crime variation.
      1. Relationship of crime to other social problems.
      2. Economic circumstances, life styles.
      3. Implications of crime rates.

IV. Classification of Criminal Behavior Patterns.
   A. Violence and crime.
      1. Homicide or assassination.
      2. Assault, rape and robbery.
      3. Civil disorders and riots.
      4. Types of offenders.
   B. Professional crime.
      1. Scope and characteristics.
      2. Offender attitudes.
      3. Types of offenders.
   C. Organized crime.
      1. Types of criminal activities.
      2. Location of collective behavior.
      3. Types of offenders.
      4. Corruption, political and justice system.
      5. Gangs and organizational membership.
   D. Business (or white collar crime).
      1. Impact on society.
      2. Types of violations.
      3. Special problems.
      4. Types of offenders.
   E. Contemporary philosophies of victimless crimes.

1. Narcotic and drug abuse.
2. Alcohol related offenses.
3. Sexual offenses.
4. Obscenity.

V. Methods of Dealing with Offenders.
   A. Law enforcement.
      1. Law enforcement role.
      2. Discretionary decision making.
      3. Enforcement standards.
   B. Judicial.
      1. Prosecution, defense and court role.
      2. Disposition without trial.
      3. Sentencing practices.
      4. Judicial standards.
   C. Corrections (probation, parole and institutions).
      1. Corrections role.
      2. Protection of society.
      3. Rehabilitation/punishment of offenders.
      4. Corrections standards.

INSTRUCTIONAL METHODS:

1. Lecture.
2. Participatory style discussion.
3. Case studies.
4. Resource texts.
5. Correlary reading.
6. Oral presentations.
7. Research paper for evaluation.

EVALUATION METHODOLOGY:

1. Oral presentation.
2. Research paper.
3. Written examinations.
   a. Quizzes.
   b. Mid-term.
   c. Final.
4. Participatory style discussion.
5. Attendance.

MINIMUM STANDARD OF ACHIEVEMENT:

Completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Abrahamsen, David, Who Are The Guilty, Holt, Rinehart and Winston, New York, 1952

Adler, Freda, Sisters in Crime: The Rise of the New Female Criminal, McGraw-Hill, New York, 1975

Beccaria, Cesare, Essay on Crimes and Punishments, Dei De Litti Delle Pene, 1764, Edward D. Ingraham (tr) Stanford, Ca., Academic Reprints, 1953

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Goring, Charles, The English Convict: A Statistical Study, London: His Majesty's Stationary Office, 1913
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Sutherland, Edwin H., and Cressey, Donald R., Criminology, 10th Ed., Lippincott, Philadelphia, Pa., 1978
Sykes, Gresham M., and Drabek, Thomas E., Law and the Lawless: A Reader in Criminology, Random House, New York, 1969
Tapp, June Lovin and Levine, Felice J., Law, Justice and the Individual in Society, Holt, Rinehart & Winston, New York, 1977
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Thrasher, Frederic M., The Gang, 1927, Rev. Ed., University of Chicago Press, Chicago, Ill., 1963
The American Correctional Association, Manual of Correctional Standards, Washington, D.C., 1966
The Official Report of the New York State Special Commission on Attica, Bantam Books, 1972
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Voss, Harwin L., and Petersen, David M., Ecology, Crime and Delinquency, Appleton, New York, 1971
Winslow, Robert W., Crime in a Free Society, 2nd Ed., Dickenson Publishing Co., Inc., 1973
Winslow, Robert W., Juvenile Delinquency in a Free Society, 2nd Ed., Dickenson Publishing Co., Inc., 1973
Wolfgang, Marvin E., Savitz, Leonard, and Johnston, Norman, The Sociology of Crime and Delinquency, 2nd Ed., John Wiley & Sons, Inc., New York, 1970
Wolfgang, Marvin E., The Sociology of Punishment and Correction, 2nd Ed., John Wiley & Sons, Inc., New York, 1970

INSTITUTIONAL FIELD SERVICES

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: Philosophy and history of correctional services, a survey of the correctional sub-systems of institutions by type and function, probation concepts, and parole operations. A discussion of correctional employee responsibilities as applied to offender behavior via supervisory control techniques. Rehabilitation goals as they affect individual and inmate cultural groups in both confined and field settings.

COURSE GOALS:

1. To provide a basic knowledge of the history of efforts made in various societies to transform public offenders guilty of violations of law into responsible members of the society.
2. To develop an appreciation of the ethical issues involved in dealing with offenders in both open and closed settings in efforts made by pre-institutional, institutional, and after-release processes to change behavior into lawful patterns of behavior.
3. To develop the ability of students to recognize the various types of correctional facilities: jails, prisons, halfway houses, and community release centers by philosophy of program and organizational setting, as these factors relate to behavior change goals and objectives for the public offender.
4. To provide the student with an awareness of the role played by correctional personnel in the justice system, and their roles and functions in the sub-system of corrections as they relate to society.

GENERAL PERFORMANCE OBJECTIVES:

1. When presented with information tracing the development of correctional institutions in the United States from a historical perspective and the implementation of community based corrections, the student will be able to demonstrate an understanding of these processes by passing a written examination with an accuracy to be determined by the instructor.
2. To demonstrate an awareness of offender and inmate cultural factors and the impact of responsibilities of correctional workers, the student will orally present a report discussing these two major issues.
3. Following the development of the ability to identify types of community based programs, the student will analyze both types of operations. The student will select a specific category in each type and will write a research paper describing the relationship of the goals of positive offender behavior change to lawful conduct.

SCOPE:

I. Conceptualization.
   A. Historical development of corrections.
   B. Purpose of corrections.
   C. Society's goals in corrections.
   D. Public concern for protection of society and punishment of offenders.
   E. The correctional sub-system (overview).
II. Institutional Categories.

A. Juvenile (county/state/federal).
   1. Halls.
   2. Training schools - Western United States.
   3. Reformatories - Eastern United States.
   4. Camps, ranches.
   5. Group homes.

B. Adult (county/state/federal).
   1. Jails.
   2. Camps.
   3. Halfway houses.
   4. Rehabilitation centers.
   5. Medical centers.
   6. Prisons (classification systems).

III. Institutional Programs.
   A. Classification - Custody.
   B. Educational.
   C. Vocational.
   D. Treatment.
   E. Release.

IV. Institutional Special Programs.
   A. Supervision of offenders.
   B. Control and security.
   C. Special cases.
   D. Discipline.
   E. Offender privileges and rights.
   F. Judicial intervention.

V. Field Service Categories.
   A. Juvenile (county/state/federal).
      1. Probation.
         a. Investigation.
            1) Informal.
            2) Intake.
            3) Court services.
         b. Supervision.
         c. Foster home placement.
         d. Special case placement.
         e. Juvenile court service.
      2. Parole.
         a. Regular case units.
         b. Special case units.
   B. Adult (county/state/federal).
      1. Probation.
         a. Investigation, in-court services.
         b. Supervision - regular, special.
         c. Court service.
      2. Parole (county/state/federal).
         a. Regular case units.
         b. Special units, i.e., high violence, narcotic.

VI. Private Correctional Services.
   A. Institutional.
   B. Field service.
   C. Related services and resources.

VII. Conclusion.
   A. Correctional functions in contemporary society.
   B. Trends in corrections.
   C. Issues of penal reform.

INSTRUCTIONAL METHODS:

1. Lecture.
2. Seminar style discussion.
3. Case studies.
4. Resource text.
5. Correlary reading.
6. Oral presentations.
7. Research paper for evaluation.

EVALUATION METHODOLOGY:

1. Oral presentation.
2. Research paper.
3. Examinations.
   a. Quizzes.
   b. Mid-term.
   c. Final.
4. Class discussion - participatory.
5. Attendance.

MINIMUM STANDARD OF ACHIEVEMENT:

Completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Allen, Harry E., and Simonsen, Clifford E., Corrections in America: An Introduction, Glencoe, Beverly Hills, 1975

American Correctional Association, Manual of Correctional Standards, Washington, D.C., A.C.A., 1966

Carter, Robert M., and Wilkins, Leslie T., (ed), Probation and Parole, John Wiley & Sons, Inc., New York, 1970

Carter, Robert M., and Glaser, Daniel, and Wilkins, Leslie T., Correctional Institutions, Lippincott, New York, 1976

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Glaser, Daniel, The Effectiveness of a Prison and Parole System, Indianapolis, Bobbs-Merrill, 1964

Griswold, H. Jack, and Misenheimer, Mike, and Powers, Art, and Tromanhauser, Ed, An Eye For An Eye, Pocket Books, New York, 1971

Hahn, Paul, Community Corrections and the Criminal Justice System, Davis Pub., Santa Cruz, 1975

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Kay, Barbara A., and Vedder, Clyde B., (ed.), Probation and Parole, Charles C. Thomas Publisher, Springfield, Ill., 1963
Keller, Oliver J., and Alpher, Benedict S., Halfway Houses: Community-Centered Correction and Treatment, Lexington, Mass., D. C. Heath & Co., 1970
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Lamott, Kenneth, Chronicles of San Quentin: The Biography of a Prison, New York, McKay, 1961
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Minton, Robert J., Jr., (ed.), Inside Prison American Style, Random House, New York, 1971
The National Sheriff's Association, Manual on Jail Administration, Washington, D.C., 1970
Neese, Robert, Prison Exposures, Chilton Book Co., Philadelphia, Pa., 1959
Newman, Charles L., Sourcebook on Probation, Parole and Pardons, Charles C. Thomas, Springfield, Ill., 1968
Palmer, John W., Constitutional Rights of Prisoners, W. H. Anderson, Co., 1973
Perlman, Harvey S., The Tasks of Penology, University of Nebraska Press, Lincoln, 1969
Ragen, Joseph E., Inside the World's Toughest Prison, Springfield, Ill., Thomas, 1962
The Re-Entry of the Offender Into the Community, U.S. Department of Health, Education and Welfare, No. 9002, 1967
Richmond, Mark S., Classification of Jail Prisoners, U.S. Bureau of Prison, Department of Justice, Washington, D.C., 1971
Roebuck, Julian B., Criminal Typology, Charles C. Thomas, Springfield, Ill., 1967
The Emerging Rights of the Confined, South Carolina Department of Corrections, 1972
Solomon, Hassim M., Community Corrections, Holbrook, Boston, 1976
Sykes, Gresham M., The Society of Captives, Princeton, Princeton University, 1958
Teeters, Negley King, The Cradle of the Penitentiary: The Walnut Street Jail at Philadelphia, 1773-1835, Philadelphia, Pa., 1955
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Vedder, Clyde B., and Kay, Barbara A., (ed.), Penology: A Realistic Approach, Springfield, Ill., Thomas, 1964
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Wilkins, Leslie T., Evaluation of Penal Measures, Random House, New York, 1969

CRIMINAL JUSTICE INTERVIEWING AND COUNSELING

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units of 4 quarter units

COURSE DESCRIPTION: Introduction and overview of interviewing and counseling theory and techniques. Self awareness and interpersonal communication skills for entry level practitioners in corrections. Develop an awareness of the components necessary to develop a positive relationship between the client and corrections personnel. Develop an awareness of advanced methods utilized by professional counselors.

COURSE GOALS:

1. The student will have a basic knowledge of the theories and contemporary methods utilized by corrections personnel in interviewing and counseling.
2. Through demonstration and participation, the students will develop rudimentary abilities in the techniques of interviewing and counseling - as performed by line-level personnel in probation, parole and correctional institutions.
3. Provide the students with a common body of knowledge to serve as a basis for further study in the advanced methods of the interviewing process and counseling.

GENERAL PERFORMANCE OBJECTIVES:

1. When presented with the basic theories and techniques of interviewing and counseling, the student will be able to demonstrate ability to understand these basic concepts by passing a written examination with an accuracy to be determined by the instructor.
2. Given hypothetical role-play situations and case-studies, the student will demonstrate basic proficiencies, to the satisfaction of the instructor, in interviewing and counseling by describing the most effective action to be taken until professional assistance by a counselor or psychologist may be provided.
3. The student will demonstrate basic knowledge in personal counseling and interviewing under routine situations, including the intake and release interview, disciplinary interview for minor infractions, personal problem counseling, and information-gathering interviews, by passing a written examination with an accuracy to be determined by the instructor.
4. Using the case-study method, the student will be able to accurately describe the contemporary techniques utilized in correctional counseling and will explain the desirable results of each method, with an accuracy to be determined by the instructor.

SCOPE:

I. Interviewing methods and techniques.
   - A. Physical barriers.
   - B. Establishing rapport.
   - C. The art of listening as an interviewing technique.
   - D. Communications barriers.
   - E. Information-gathering aspect of interviewing.
   - F. Self-awareness and self-evaluation in interviewing.

II. Recording the interview.
   - A. Note-taking during the interview.

B. Visible versus invisible recording methods.
C. Legal aspects of recording interviews and counseling sessions.
D. Preparation of the report: requirements and techniques.
E. Confidentiality of the report.

III. Special Interviewing Considerations.
A. Legal considerations in interviewing juveniles.
B. Legal considerations in interviewing adults.

IV. Contemporary Counseling Methods.
A. Theories of individual and group counseling methods.
B. Techniques of individual and group counseling.
C. Literature and library research.

V. Identification of Offender Problem Areas.
A. Reactions to counseling: abnormal, normal.
B. Identification of gross symptoms of mental and emotional disturbance.
C. Limitations and referrals.
D. Basic techniques in counseling the disturbed client.

INSTRUCTIONAL METHODS:

1. Lecture and discussion.
2. Live demonstrations and video-taped sequences.
3. Field trips for on-site observations.
4. Student participation in demonstrations.
5. Role-play participation in basic procedures.
6. Outside special projects and independent study.
7. Films, film strips, other audio-visual aids.

EVALUATION METHODOLOGY:

1. Written examinations.
2. Instructor rating on role-play and case studies of interviewing/ counseling techniques.
3. Attendance and participation.

MINIMUM STANDARD OF ACHIEVEMENT:

Completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Benjamin, Alfred, The Helping Interview, Houghton Mifflin, Boston, 1969
Berne, Eric, Games People Play: The Psychology of Human Relationships, New York, Grove Press, Inc., 1964
Berne, Eric, Transactional Analysis in Psychotherapy, New York, Grove Press, 1961
Blank, Leonard, Confrontation: Encounters: Encounters in Self and Interpersonal Awareness, New York, MacMillan and Co., 1971
Charnley, Mitchell V., Reporting, Holt, Rinehart & Winston, New York, 1966
Cunningham, Louis M., and Peters, Herman J., Counseling Theories, Bell & Howell, Columbus, 1973
Fear, Richard A., The Evaluation Interview, McGraw-Hill, New York, 1973
Ferguson, Robert J., The Scientific Informer, Springfield, Charles C. Thomas, 1971
Gazda, George M., Group Counseling: A Developmental Approach, Boston, Allyn and Bacon, 1971
Giffin, Kim and Patton, Bobby R., Basic Readings in Interpersonal Communication, Harper & Row, 1971
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B.C.S. Publishing Co., 1968
Gordon, Raymond L., Interviewing: Strategy, Techniques and Tactics, Dorsey Press, Homewood, Ill., 1969
Hackney, Harold and Nye, Sherilyn, Counseling Strategies and Objectives, Prentice-Hall, Inc., New Jersey, 1973
Harris, Thomas, I'm OK - - You're OK: A Practical Guide to Transactional Analysis, New York, Harper & Row, 1967
Hart, Joseph T., and Tomlinson, T. M., New Directions in Client-Conferred Therapy, Boston, Houghton-Mifflin, 1970
Inbau, Fred E., and Reid, John E., Criminal Interrogation and Confessions, Baltimore, Williams & Wilkins, 1967
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Kahn, Robert L., and Connell, Charles F., The Dynamics of Interviewing, Wiley & Sons, New York, 1964
Klein, Alan F., Effective Group Work, Association Press, New York, 1972
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Lakin, Martin, Interpersonal Encounter: Theory and Practice, New York, McGraw-Hill, 1972
Pace, R. Wayne, and Peterson, Brent D., and Radcliffe, Terrence R., Communicating Interpersonally: A Reader, Merrill, Columbus, 1973
Reik, Theodor, The Compulsion to Confess: On the Psychoanalysis of Crime and Punishment, New York, Grove Press, Inc., 1961
Rose, Sheldon D., Group Therapy: A Behaviorial Approach, Prentice-Hall, Englewood Cliff, New Jersey, 1977
Rubin, Sol, Psychiatry and Criminal Law, New York, Oceana Publications, Inc., 1965
Ruitenbeck, Hendrick M., Group Therapy Today: Styles, Methods, Techniques, New York, Atherton Press, Inc., 1969
Schubert, Margaret, Interviewing in Social Practice: An Introduction, New York, Counsel on Social Work Education, 1972
Sereno, Kenneth K., and Mortenson, C. David, Foundations of Communication Theory, Harper & Row, New York, 1970
Shulman, Lawrence, The Skills of Helping Individuals and Groups, Peacock Pub., Itasca, Ill., 1979
Steeve, Douglas B., On Beginnings Within and on Listening to One Another, New York, Harper & Row, 1964
Stewart, Charles J., and Cash, William B., Interviewing: Principles and Practices, Brown Co., Dubuque, 1974
Truzx, Charles B., and Carichuff, Robert R., Toward Effective Counseling and Psychotherapy: Training and Practice, Chicago, Aldine Publishing Co., 1967
Weaver, Carl H., Human Listening: Process and Behavior, Bobbs-Merrill, Indianapolis, 1972
Zimbardo, Philip, and Ebbesen, Ebbe B., Influencing Attitudes and Changing Behavior, Addison-Wesley, Reading, Mass., 1969

JUDICIAL PROCESS IN CALIFORNIA

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: An overview of the system of federal and California courts with a careful examination of the various roles and duties of court-support personnel. This course is primarily designed for persons seeking or continuing employment in the courts of California.

COURSE GOALS:

1. To provide the student with an overview of the structure and functions of federal and California courts.
2. To familiarize the student with the nature of American law, the way it compares to other systems of law and how it is applied through the judicial process.
3. To develop an understanding of the various functions and services needed to operate the judicial process by examining a model court.
4. To develop an awareness of the in-puts and out-puts of the judicial process in California, along with an appreciation of the outside pressures on the process.
5. To promote recognition of communications, human relations and public relations problems that must be dealt with in the operation of the effective court.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will be able to outline the structure of California and Federal courts and categorize functions into their proper jurisdiction to the satisfaction of the instructor.
2. The student will be able to outline the various court supportive services, define their functions and describe their relationships with other services and other segments of the judicial system to the satisfaction of the instructor.
3. The student will be able to correct roles and behavior when confronted with sample problems based on legal and practical issues common to court procedures in a written essay and multiple choice examination to the satisfaction of the instructor.
4. Presented with various court public relations, communications and simulated citizen encounter problems, the student will be able to identify negative and positive attitudes, improper advice, illegal or unethical behavior, and recommend corrective action to the satisfaction of the instructor.
5. Given an incomplete diagram of a model court, the student will be able to describe the missing parts in order to illustrate the internal and external dynamics of the judicial process in California to the satisfaction of the instructor.

SCOPE:

I. History of Laws.
   A. The nature of law.
   B. An anthropology of law.
   C. Common law vs. statutory laws.
   D. The French and English courts.
   E. Magna Carta to the Constitution.

F. Law in the United States.
G. The federal court system.
H. The Judicial branch compared to other branches of government.

II. The California court system.
A. From Mexican Province to statehood.
B. Popular tribunals and famous trials.
C. Development and current structure of California courts.
D. California court system compared to other states.
E. The Judicial Council.
F. Administrative, fiscal and data controls.
G. The Attorney General's Office and its relationship to California courts.

III. The Judiciary and the State Bar.
A. The selection and appointment of judges in California.
B. Their tenure.
C. The court setting - symbols and organization.
D. The State Bar Association.
E. The attorney - officer of the court and entrepreneur.
1. District Attorney.
2. Public Defenders.
3. Private attorneys.

IV. Functional Interrelationships of the System.
A. The court and the community.
B. The court arena.
C. Alternatives to the adversary system.
D. The emphasis on appeals.
E. Juries and the system.
1. Grand juries.
2. Petit juries.

V. Monitoring the Court System.
A. Constitutional and legal responsibilities.
B. Ethical and moral responsibilities.
C. Parties to action.
D. Agencies.
E. Pre-trial procedures.
1. Criminal.
2. Civil.
F. Education and community attitudes.

VI. The Courtroom Team in the Trial Stage.
A. The judge.
B. The court reporter.
C. The bailiff.
D. The courtroom clerk.
E. Mock trial with parties to action, etc.

VII. The Support Team.
A. Clerk of the court or chief administrative officer.
B. The counter clerk.
C. The calendar clerk.
D. Deputy clerks or attaches.
E. The marshal or enforcement officer.
F. Sample problems.

VIII. Outputs of the System.
A. Writs, warrants and findings.
B. Sentences and fines.
C. Records, reports and services.
D. Appeals.

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E. Public relations and communications problems.

IX. Mechanics of Court Procedures.

X. Security.

XI. Courts and Their Influences.

XII. The Search for Justice.

A. The "crisis in the courts".

INSTRUCTIONAL METHODS:

1. Lecture - discussion.
2. Demonstration.
3. Guest speakers.
4. Information sheets.
5. Transparencies, slides, films, video-tapes.
6. Field trips to a court in action and civil offices.
7. Individual multi-media and written instructional packages.

EVALUATION METHODOLOGY:

1. Written examinations.
   a. Mid-terms.
   b. Final exam.
2. Written project or case studies report.
3. Attendance.
4. Active class participation.
5. Completion of individualized instructional packages.

STANDARDS OF ACHIEVEMENT:

Completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Abraham, Henry J., The Judicial Process, Oxford University Press, 1962

Blumberg, Abraham S., Criminal Justice, Quandrangle Books, 1967

Booz, Allen Hamilton, California Lower Court Study, 1967

Caughey, John W., California, Prentice-Hall, 1970

Cook, B. B., The Judicial Process in California, Dickinson, 1967

Davidson, Bill, Indict and Convict, Harper & Row, 1971

Downey, Leonard, Jr., Justice Denied, Penguin Books, n.d.

Friesen, C. E., Jr., et al, Managing the Courts, Bobbs-Merrill, 1971

Hurst, James W., The Growth of American Law, Little, Brown & Co., 1950

James, Howard, Crisis in the Courts, David McKay, 1968

Jones, Harry W., The Courts, the Public and the Law Explosion, Prentice-Hall, 1965

Karlen, Delmar, The Citizen in Court: Litigant, Witness, Juror, Judge, Holt, Rinehart & Winston, 1964

Lineberry, William R., Justice in America: Law, Order and the Courts, H. W. Wilson, 1972

Sigler, Jay A., An Introduction to the Legal System, Dordey Press, 1968

Stewart, George R., Jr., Committee on Vigilance, Comstock Books, 1971

System Development Plan for the Improvement of Courts, Prosecution and Law Reform, Courts Task Force of the California Council on Criminal Justice, 1972

Wright, R. G., and Marlo, J. S., The Police Officer and Criminal Justice, McGraw-Hill, 1970

PRINCIPLES AND PRACTICES IN CIVIL PROCESS

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: This course is designed to satisfy basic needs of the administrative and enforcement personnel. Civil and small claims matters in the pre-trial, trial and post-trial phases are surveyed. Necessary procedures of the administrative arm and field procedures of the enforcement arm are described in each phase.

COURSE GOALS:

1. To develop a basic vocabulary of civil and small claims terminology and usage.
2. To enable students to research case decisions, legal sources and current rules in civil and small claims.
3. To develop an understanding of the concepts and practices in each stage of a civil or small claims matter.
4. To promote better understanding of the necessary teamwork required of all court personnel.
5. To combine theoretical knowledge with practice in activities necessary to the smooth functioning of civil and claims court actions.

GENERAL PERFORMANCE OBJECTIVES:

1. When given various legal problems dealing with civil and small claims court procedures, the student will be able to locate appropriate case decisions or laws and apply sound discretion in finding solutions to the series of problems to the satisfaction of the instructor.
2. Given the most commonly accepted civil and small claims court terms and abbreviations, the student will be able to match these with their definitions or accepted usage to the satisfaction of the instructor.
3. Given practical problems in civil and small claims actions, the student will perform on a written objective examination and demonstrate knowledge of conceptual and specific courtroom practices to the satisfaction of the instructor.
4. Given instruction and a simulated problem in civil enforcement procedures, the student will demonstrate specific and conceptual knowledge in a written examination to the satisfaction of the instructor.
5. Given a blank flow chart showing civil or small claims procedure, the student will accurately complete same from cause of action to final disposition to the satisfaction of the instructor.

SCOPE:

I. Introduction to Civil Procedures and Process.
   - A. Scope of the course.
   - B. Basic vocabulary.
   - C. Common abbreviations.
   - D. Review of jurisdiction.

II. Overview of legal aspects regulating court procedure.
   - A. Substantive vs. procedural law.
   - B. Forms of civil law.
     1. Statutory laws.

2. Case decisions.
3. Attorney General's opinions.
4. California Rules of Court.
5. Others.

C. Research methodology.
1. Legal sources.
2. Other sources.
3. Location and citation.
4. Sample problems in research.

III. Civil Procedures.

A. Cause of action, defined.
1. Contract as a cause of action.
2. Tort as a cause of action.
a. Negligence.
b. Assault and battery.
c. Others.
3. Others - unlawful detainer, et al.

B. Commencing an action in California.
1. Registering the action.
2. Indexing.
3. Parties to the action.
4. Filing the complaint.

C. Issuance of summons.

D. Acquisition of jurisdiction.
1. Service of summons and complaint.
2. Statutory methods of service.
a. Personal.
b. Mail.
c. Publication.
3. Marshal's procedures.

E. Pre-trial motions and demurrers.

F. Filing the answer and/or cross-complaint.
1. Entry in register.
2. Statutory fees.
3. Service of cross-complaint.
4. Case at issue.

G. Issuance of writs for pre-judgment seizure of property.
1. Injunction and restraining orders.
2. Writ of immediate possession.
3. Writ of attachment.
4. Claim and delivery.

H. Default judgments.

IV. Trial.

A. Variations.
1. Pre-trial conference and readiness court.
2. Trial by court.
3. Trial by jury.

B. Entry of judgment.
1. For plaintiff.
2. For defendant.
3. For cross-complainant.
4. For cross-defendant.

V. Post-Judgment Procedures.

A. Writ of possession, personal property.

B. Writ of execution.

C. Seizure of property under court order.

1. Garnishments.
2. Personal property.
3. Perfectible levies and real property.
4. Other.

D. Unlawful detainer.
E. Order to appear.
F. Claim of exemption.
G. Abstract of judgment.
H. Appeals.

VI. Small Claims Procedures.
A. History of the poor man's court.
B. Theory of informal proceedings.
C. Similarities to and differences from civil procedures.
D. Mock small claims proceedings.

VII. Subpoenas (civil and criminal).
A. Issuance.
B. Duces tecum.
C. Re: deposition.
D. Service and return.

VIII. The Future of Civil Courts.
A. The federal vs. state systems.
B. Proposed reforms in civil procedures.
C. Civil process in the computer age.

INSTRUCTIONAL METHODS:

1. Lecture - discussion.
2. Demonstration.
3. Guest speakers.
4. Information sheets.
5. Transparencies, slides, films, and video-tapes.
6. Field trips to a court in action and clerk's office.
7. Case decisions and problem studies - legal sources.
8. Individualized multi-media and written instructional packages.

EVALUATION METHODOLOGY:

1. Written examinations.
2. Written project or case studies report.
3. Attendance.
4. Active class participation.
5. Completion of individualized instructional packages.

MINIMUM STANDARDS OF ACHIEVEMENT:

Completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

California Rules of Court, California Judicial Council, 1973
Civil Procedural Manual, California State Sheriffs' Association, 1971
Code of Civil Procedure, Annotated, Bancroft-Whitney, 1972
Frank, Elain K., California Civil Court Forms, Continuing Education of the Bar, 1972
Manual of Procedure - Default Judgment by Clerk, Municipal Court Clerks Association, 1972
Manual of Procedure in Small Claims Cases, Municipal Court Clerks of California, 1972
Marshal's Writ - Manual of Procedure, Marshals' Association of California, 1973
The Counter Clerk, Municipal Court Clerks' Association

COURT ADMINISTRATIVE SERVICES

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: This course examines criminal, traffic, juvenile and various other court proceedings. Administrative procedures necessary at each step are studied in detail and proficiencies developed in office practices, courtroom clerking and dealing with the public. Principles of calendaring, notification, accounting and communications are studied.

COURSE GOALS:

1. To develop understanding of the stages through which criminal, traffic, juvenile and other matters may pass in California courts.
2. To develop knowledge and skills in dealing with the necessary accounting, reporting, calendaring, notification and supportive services in each stage of the proceedings.
3. To promote attitudes conducive to effective teamwork and a true spirit of public service.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will be able to recognize, define and correctly use common terms, words, phrases and abbreviations on a written examination to the satisfaction of the instructor.
2. The student will be able to describe the flow of a criminal, quasi-criminal, juvenile, probate or family law matter through the court system from origin to disposition in an essay examination to the satisfaction of the instructor.
3. The student will be able to correct roles and behavior when confronted with sample problems based on legal and practical issues common to court procedures in a written essay and multiple choice examination to the satisfaction of the instructor.
4. The student will be able to demonstrate ability and knowledge of various courtroom clerking skills by taking satisfactory minutes indicating proper aid to the judge, while hearing a ten-minute tape recording. Accepted performance level will be at the discretion of the instructor.
5. Given various court accounting, recordkeeping and notification problems, the student will be able to select proper and legal procedures on a written examination to the satisfaction of the instructor.
6. When presented with a series of sound or video-tape recordings containing typical court public relations, communications and simulated citizen encounter problems, the student will be able to identify negative attitudes of citizens and court clerk personnel, improper over-the-counter or telephone advice, illegal or unethical behavior, and recommend proper attitude or performance to the satisfaction of the instructor.

SCOPE:

I. Introduction to Administrative Services.
   A. Scope of the course.
   B. Court administration vernacular.
   C. Major divisions in typical organizations.

II. Criminal Pre-Trial Procedures (Felony and Misdemeanor).
   A. Complaints.
      1. Definition and classification.
      2. Preparation.
      3. Filing and jurisdiction.
   B. Calendaring and notification.
   C. Traditional and current concepts in bail, O.R., writs and warrant procedures.
   D. Arraignment and motions (theory and practice).
      1. Instructions as to rights.
      2. Motions.
      3. Pleas.

III. Courtroom Clerking in the Trial Stage.
   A. Aid to the judge.
   B. Minute taking.
   C. Appearance, promptness, conduct.
   D. Preliminary hearings and trial.
   E. Possible dispositions.
   F. Sentencing and appeals.
   G. Writ of Habeas Corpus.
   H. Problems in courtroom clerking.

IV. Criminal Post-Trial Practices.
   A. Remedies available following conviction.
      1. Expungement of records.
      2. Sealing of records.
   B. Fines and penalty assessments.
   C. Commitment, probation and other sentences.
   D. Motions.
   E. Exhibits.
   F. Search warrants.

V. Quasi-Criminal Proceedings.
   A. Juvenile court proceedings.
   B. Mentally disordered sex offender.
   C. Sanity hearings.
   D. Contempt proceedings.
   E. Dispositions in these matters.

VI. Traffic Procedures.
   A. Citations - Notice to Appear.
      1. Legal requirements.
      2. Filing of citations - moving and parking.
   B. Receiving mail procedures.
   C. Bail procedures and rights available to defendant.
   D. Post-disposition citation processing.
      1. Internal processes.
      2. External agencies.
   E. Standardized report forms.
   F. Appeals procedures.
   G. Failure to appear and warrant procedures.
      1. License stop - DMV.
      2. C.I.I.
   H. Courtroom procedures - traffic docket.
   I. Telephone communications and advice to the public.

VII. Procedures Relating to the Family and Individuals.
   A. California's Family Law Act.
   B. Minors, blind and disabled persons.
   C. Probate matters.

1. Wills.
2. Succession and estates.
3. Guardianship and conservatorship.

D. Naturalization.
E. Other proceedings.

VIII. Routine Office Procedures and Problems.
A. Interpersonal relationships.
B. Filing.
C. Principles of recordkeeping and notification.
D. Court accounting.
E. Data processing.
F. Sample office problems.

INSTRUCTIONAL METHODS:

1. Lecture - discussion.
2. Demonstration.
3. Guest speakers.
4. Information sheets.
5. Transparencies, slides, films, video-tapes.
6. Field trips.
7. Individualized multi-media and written instructional packages.

EVALUATION METHODOLOGY:

1. Written examinations.
2. Written project or case studies report.
3. Attendance.
4. Active class participation.
5. Completion of individualized instructional packages.

MINIMUM STANDARDS OF ACHIEVEMENT:

Completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Adam, Eldridge, Courts and Computers, American Judicature Institute, 1972
California Rules of Court, California Judicial Council
Criminal Appeals, Municipal Court Clerks Association of California
Hayden, Richard and Keene, William, California Superior Court Criminal Trial Judges Deskbook, West Publishing, 1973
Manual of Procedures for Superior Court Clerks, Volumes I and II, William Sharp, County Clerk, County of Los Angeles, 1969
Nelson, Dorothy, Materials in Judicial Administration, West, 1973
Superior Court Forms - General Information, County of Los Angeles, William G. Sharp, County Clerk and Clerk of the Superior Court
Witkin, B. E., California Procedure, 2nd Ed., (6 volumes), Bancroft-Whitney Co., 1970

COURT ENFORCEMENT PRINCIPLES

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: An in-depth study of the duties and responsibilities of court enforcement officers.

COURSE GOALS:

1. To provide a knowledge of the enforcement concepts, laws and techniques required of bailiffs in California.
2. To develop a thorough knowledge of laws and procedures regarding the care of juries, custody of prisoners, and security of the courthouse.
3. To develop an understanding of the principles and practices in the service of warrants from issuance through the service or recall.
4. To infuse attitudes and habits that will promote a healthy working relationship, good public relations and a spirit of public service.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will be able to identify, define and correctly use a variety of terms and phrases common to the enforcement arm of the courts to the satisfaction of the instructor.
2. Given a series of court security problems, the student will present appropriate responses for dealing with both immediate and long-range solutions by applying the proper theoretical concepts to the satisfaction of the instructor.
3. In an essay examination, the student will be able to state the origin and flow of a warrant and describe the legal procedures for handling its investigation and/or recall to the satisfaction of the instructor.
4. In an essay or multiple-choice examination, the student will be able to identify and/or select proper and legal duties of bailiffs, techniques of bailiffing, and standard jury procedures to the satisfaction of the instructor.
5. The student will be able to demonstrate in a combination of written and practical tests a thorough knowledge of the theoretical, legal and practical aspects of the care and custody of prisoners, use of restraining devices and use of techniques or restraint as well as common first aid techniques to the satisfaction of the instructor.
6. Given simulations of testimony, human relations, communications and report-requiring situations, the student will correctly identify proper behaviors and response on a written examination to the satisfaction of the instructor.

SCOPE:

I. The Court Enforcement Officer.
   - A. Historical precedents.
   - B. The California experience.
   - C. Present variable structures.
   - D. Roles and attitudes.
   - E. A working vocabulary.

II. Security of the Courthouse.
   - A. Varieties of physical plants.
   - B. Principles of courthouse security.

1. Defensible space.
2. Prisoner facilities.
3. Selective search.
4. Techniques of search.

C. Explosive devices and threats.
D. Emergency planning.
E. Review of safety and first aid procedures.

III. Warrants and Bench Warrants.
A. Definition and historical development of warrants.
B. Warrant law.
1. Due diligence vs. zealotry.
2. Malicious procurement.
3. Liabilities.
4. The foreign warrant.

C. Legal requirements of arrest on warrants.
D. Legal and practical aspects of warrant recalls.
E. Required records and documents.

IV. Investigation Techniques.
A. Special problems and techniques.
B. Developing sources of information.
C. Information gathering methods.
1. Interviewing methods.
2. Human relations communication problems.

D. Use of computers.
E. Allocation of time and resources.

V. Role and Function of the Bailiff in California.
A. Historical and comparative roles of the bailiff.
B. Relationships in the courtroom team.
C. The law and the bailiff.
D. The crier function.
E. Handling of accused persons.
F. Maintaining order and decorum in the courtroom.
G. The bailiff in criminal, civil and quasi-criminal courts.
H. The theory of aggressive awareness.

VI. The Care of Juries.
A. Nature and character of juries.
B. Assembly.
C. Requirements of adjournment.
D. Legal and practical problems of jury movement.
E. The sequestered jury.
F. Jury room law.

VII. Custody and Control of Prisoners.
A. Legal and practical aspects.
1. Adults.
2. Juveniles.
3. Disturbed persons.

B. Extradition.
C. Transportation.
D. Movement in courthouse and courtroom.
E. Restraining devices and their uses.
F. Techniques of restraint.
1. Psychological and environmental.
2. Physical force methods.
3. Weapons.

VIII. Testifying and Reporting.
A. Preparing for court.

B. Courtroom demeanor.
C. Research and reference materials.

INSTRUCTIONAL METHODS:

1. Lecture - discussion.
2. Demonstration.
3. Guest speakers.
4. Information sheets.
5. Transparencies, slides, films and video-tapes.
6. Field trips to a court in action and clerk's office.
7. Case decisions and problem studies - legal sources.
8. Individualized multi-media and written instructional packages.

EVALUATION METHODOLOGY:

1. Written examinations.
   a. Mid-terms.
   b. Final exams.
2. Written project or case studies report.
3. Attendance.
4. Active class participation.
5. Completion of individualized instructional packages.

MINIMUM STANDARDS OF ACHIEVEMENT:

Completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

California Rules of Court, California Judicial Council

Defensive Tactics and Theory of Restraint, San Diego County Marshal's Training Academy, n.d.

Droneburg, R. E., Syllabus for Bailiff Duties, San Diego County Marshal's Training Academy, 1971

Junker, David E., Transportation of Prisoners, San Diego County Marshal's Training Academy, 1967

Manual of Procedure, Department of the Marshal, San Diego County, 1971

Marshal's Writ - Manual of Procedure, Marshal's Association of California, 1972

Task Force Report: The Courts, President's Commission on Law Enforcement and Administration of Justice, Washington, D.C., 1967

The Warrant Procedural Manual, Long Beach Police Department, n.d.

Witkin, B. E., California Procedures, 2nd Ed., Bancroft-Whitney, Co., 1970

Wright, R. G., and Marlo, J. S., The Police Officer and Criminal Justice, McGraw-Hill, 1970

SECURITY SERVICES SYSTEM

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: History and development of the security services function; interrelationships to the legal process; career roles and operational processes in various types of security organizations.

COURSE GOALS:

1. Provide a basic knowledge of the history of protective services.
2. Develop student awareness of relevant security issues in dealing with criminality and safety problems.
3. Develop the ability of students to recognize the various types of security services such as industrial, commercial, and defense; to understand the need for security systems, and how to program organizational settings to accomplish the objectives of security services.

GENERAL PERFORMANCE OBJECTIVES:

1. When presented with information tracing the historical development of security services in society and the implementation of new concepts, the student will be able to demonstrate an understanding of these factors to the satisfaction of the instructor.
2. The student will demonstrate an awareness of the functional responsibilities of security systems and the interrelationships between private and governmental security organizations to the satisfaction of the instructor.
3. The student will develop competence and understanding of the types of security systems, and their functions and objectives to the satisfaction of the instructor.

SCOPE:

I. Overview of Security Systems.
   - A. History and development of the security functions.
   - B. Role of security in society.
   - C. Primary security components.
     1. Private.
     2. Retail.
     3. Industrial.
     4. Governmental.
     5. Information security.
     6. Physical plant.
     7. Personnel.

II. Interrelationships with allied agencies and individuals.
   - A. Security interaction with the justice system components.
     1. Law enforcement.
     2. Courts.
     3. Corrections.
   - B. Private and governmental.
   - C. Operational security and management.
   - D. Security and community education.
   - E. Security inter-agency relations.

III. Functions of Security Systems.
   - A. Internal loss prevention.

1. Compromise and information.
2. Theft and pilferage.
3. Sabotage.
4. Fraud.
5. Preventative programs and investigative techniques.

B. External loss prevention.
1. Natural disasters.
2. Civil disturbances.
3. Facility safety - Occupational Safety and Health Act.

C. Community and employee education.
1. Apprehension of violators.
2. Prosecution of violators.
3. Referral of the offender to penal justice process.
4. Education programs to reduce security problems.

IV. Personnel and Operational Roles.

A. Operational level.
1. Investigation and enforcement personnel.
2. Information processing personnel; document classification and storage.
3. Specialist; credit card investigations, body guards, polygraph operators.
4. Management positions.
a. Security program coordinators.
b. Physical security supervisors.
5. Alarm systems - sales and service.

B. Security organizations.
1. Programs in business, industry and government.
2. Management of security systems.
3. Policy and decision making.
4. Personnel and budget.

V. The Legal and Philosophical Processes and Concepts.

A. Legal foundations and constitutional guarantees.
1. Relative powers of private vs. public police.
a. Laws of arrest.
b. Limitations of search and seizure.
c. Due process of law.

B. Authority and accountability.

C. Concepts of professionalism.

VI. Security Personnel - Performance Requirements.

A. Career development.

B. Licensing requirements.

C. Personal qualifications.

D. Pre-performance preparation.

E. In-service education and training.

F. Developmental trends in security administration.

INSTRUCTIONAL METHODS

1. Lecture and discussion.
2. Films, film strips, slides, audio and video tape.
3. Text and supplemental reading.
4. Outside assignments and research.

EVALUATION METHODOLOGY:

1. Written objective examinations and quizzes.
2. Class participation and attendance.
3. Term papers and other outside work.

4. Oral class presentations.

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Blanchard, Bob, and Clark, Ben, and Everett, Stan, Uniform Security Guard, Power to Arrest, Part II, Nine Twenty Three Group, Riverside, Ca., 1977

Current Regulation of Private Police: Regulatory Agency Experience and Views, Vol. III N.I.L.E.C.J.

Gray, Richard B., Ed., International Security Systems, F. E. Peacock Publishing, Inc., 1971

Green, Gion and Farber, Raymond, Introduction to Security, Security World Publishing Co., Inc., Los Angeles, Ca.

Hughes, Mary Margaret, Ed., Successful Retail Security, An Anthology, Los Angeles, Ca., Security World Publishing Co., Inc., 1974

Kakalik, James S., and Wildhorn, Sorrel, Private Police in the United States: Findings and Recommendations (R-869-DOJ A study by the Rand Corporation Under Grant NI-20-057) Washington, D.C., National Institute of Law Enforcement and Criminal Justice (N.I.L.E.C.J.), U.S. Government Printing Office, 1972

-----, The Private Police Industry: Its Nature and Extent (R-870-DOJ) Washington, D.C., National Institute of Law Enforcement and Criminal Justice (N.I.L.E.C.J.) U.S. Government Printing Office, 1972

-----, Current Regulation of Private Police: Regulatory Agency Experience and Views, (R-871-DOJ) Washington, D.C., National Institute of Law Enforcement and Criminal Justice (N.I.L.E.C.J.), U.S. Government Printing Office, 1972

-----, The Law and Private Police, (R-872-DOJ), Washington, D.C., National Institute of Law Enforcement and Criminal Justice (N.I.L.E.C.J.), U.S. Government Printing Office, 1972

-----, Special Purpose Public Police, (R-873-DOJ), Washington, D.C., National Institute of Law Enforcement and Criminal Justice (N.I.L.E.C.J.), U.S. Government Printing Office, 1972

Knight, Paul E., and Richardson, Alan M., The Scope and Limitation of Industrial Security, Charles C. Thomas

Private Police in the United States: Findings and Recommendations, Vol. 1 (N.I.L.E.C.J.)

BUSINESS AND RETAIL SECURITY

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: History and development of security services by business and retail organizations; methods used in provision of security; and techniques in loss prevention, detection and control.

COURSE GOALS:

1. To develop a basic knowledge of the security problems of business and retail organizations.
2. To establish an appreciation of the methods employed to prevent major property loss or damage.
3. To familiarize the student with the intricate equipment and technical expertise required in the operation of business and retail security.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will demonstrate a working knowledge of the types of primary activity encountered by business and retail establishments by passing written examinations to the satisfaction of the instructor.
2. The student will explain in oral and written reports the various types of preventive techniques employed by business and retail agencies.
3. The student will describe in oral presentations the methods used in overall security services for business and retail groups.

SCOPE:

I. Introduction to Business and Retail Security.
   A. Business and retail security defined.
      1. Differences between business and retail security and other kinds of security services.
      2. Common bonds between security systems.
      3. Definitions of occupational terms.
II. Development of Business and Retail Security Systems.
   A. Primary factors.
      1. Monetary losses.
      2. Fire and casualty losses.
      3. Supplement regular police protection.
      4. Civil liability.
   B. Increased employment demands for security personnel.
   C. Utilization of modern control devices.
   D. Public education on loss prevention.
III. Methods for Providing Security.
   A. Security audits.
      1. Personnel security.
      2. Physical security.
      3. Alarm systems.
      4. Fire control capabilities.
      5. Environmental protection.
      6. Communications.
IV. Detection and Control of Loss.
   A. Criminal activity.

1. Shoplifting.
2. Employee theft.
3. Pilferage.
4. Fraudulent checks.
5. Arson.
6. Burglary.
7. Forgery.
8. Other property crimes.

B. Natural disasters.
1. Flood.
2. Earthquake.
3. Fire.

C. Civil disobedience.
1. Labor/management disputes.
2. Riots.

V. Prevention Techniques.
A. Education and training of security personnel.
B. Employee and public education.
C. Electronic surveillance.
1. Photography.
2. Television.

D. Security alarms.
E. Inventory control.
F. Internal security and fidelity bonds.
G. Utilization of polygraph.
H. Security personnel.
I. Pre-employment screening.
J. Training.
K. Physical security.
1. Lighting.
2. Locks.
3. Doors.
4. Fences.

L. Canines.
M. Civil recovery of loss.

INSTRUCTIONAL METHODS:

1. Lecture and discussion.
2. Films, film strips, slides, audio and video tapes.
3. Text and supplemental reading.
4. Outside assignments, projects.
5. Demonstrations.
6. Field trips.

EVALUATION METHODOLOGY:

1. Written examinations and quizzes.
2. Class participation and attendance.
3. Term papers and research papers.
4. Evaluation of oral reports.

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Blanchard, Bob and Clark, Ben, and Everett, Stan, Uniform Security Guard,

Power to Arrest, Part II, Nine Twenty Three Group, Riverside, Ca., 1977
Blum, Richard H., Deceivers and Deceived, Charles C. Thomas, 1971
Bogert, George G., Britton, William E., and Hawkland, William D., Sales and Security, The Foundation Press, Inc.
Cole, Richard B., The Application of Security Systems and Hardware, Charles C. Thomas
Curtis, Bob, Security Control: External Theft, Chain Store Publishing Corp.
Dewhurst, H. S., The Railroad Police, Charles C. Thomas
Edwards, Loren E., Shoplifting and Shrinkage Protection for Stores, Charles C. Thomas
Ferguson, Robert J., The Scientific Informer, Charles C. Thomas
Hughes, Mary Margaret, Ed., Successful Retail Security: An Anthology, Los Angeles, Ca., Security World Publishing Co., Inc., 1974
Post, Richard S., Combating Crime Against Small Business, Charles C. Thomas
San Luis, Ed., Office and Office Building Security, Los Angeles, Ca., Security World Publishing Co., Inc., 1973
Wathen, Thomas W., Security Subjects: An Officers Guide Plant Protection, Charles C. Thomas

INDUSTRIAL SECURITY

COURSE OUTLINE

LENGTH OF COURSE: 3 semester units or 4 quarter units

COURSE DESCRIPTION: Philosophy and history of industrial security services. Survey of contemporary industrial practices; protection of facilities, risk reduction and safety practices. Security employee responsibilities.

COURSE GOALS:

1. Provide a basic knowledge of the history of industrial security service developments in industrialized urban society.
2. Develop student awareness of and appreciation for the problems encountered in establishing environmental security for industrial concerns.
3. Provide an understanding of the methods of security implementation as applied to general and specialized problems.

GENERAL PERFORMANCE OBJECTIVES:

1. The student will demonstrate an understanding of the past and present practices in industrial security to the satisfaction of the instructor.
2. The student will describe the major activities of security services for a specialized facility as determined by the instructor.
3. The student will complete a class project or paper of the instructor's choice regarding specific security programs related to fire, theft, disaster and document protection.

SCOPE:

I. Introduction to Industrial Security.
   - A. Objectives of the industrial security function.
   - B. Definitions of occupational terms.

II. Environmental Security.
   - A. External facility protection.
     1. Establishment of security areas.
     2. Intrusion alarms and perimeter control.
     3. Outside locking systems.
     4. Fire and natural disaster precautions.
     5. Methods of personnel identification and control.
     6. Lighting systems.
     7. Grounds security.
   - B. Internal facility protection.
     1. Fire prevention and control.
     2. Theft prevention.
     3. Electronic monitoring devices (video, audio, sensitory devices).
     4. Alarm systems.
     5. Use and deployment of security personnel.
     6. Communication systems.
     7. Locking systems.
     8. Accident safety.

III. Personnel Security.
   - A. Pre-employment investigation.
   - B. Screening and movement control of visitor access.
   - C. Implementation of vehicle and package inspection.
   - D. Employee and visitor identification processes.

E. Internal investigations.

IV. Information Security.
- A. Development and use of information classification systems.
- B. Control of information access and dissemination.
- C. Storage and maintenance of sensitive information.
- D. Disposal of documents.

V. Special Industrial Security Problems.
- A. Labor/management disputes.
- B. Strikes and demonstrations.
- C. Riots.
- D. Intelligence and planning considerations.
- E. Special facility protection.
- F. Transitory security implementation.
  1. Air and water transport.
  2. Security for common carriers.
  3. Pipeline and wire messenger security.
  4. Dangerous cargo.
- G. Industrial sabotage.
  1. Types.
  2. Methods.
  3. Prevention.
  4. Minimizing damage.
- H. Computer security.
- I. High vulnerability facilities.
  1. Banks.
  2. Armament production facilities.
  3. Facilities producing other items of national defense.
  4. Refineries.
  5. Power generating plants.
  6. Water supply.
- J. Civil liability considerations - Torts.

VI. Legal Aspects of Arrest.
- A. Private person status of security agents.
- B. Laws and techniques of arrest.
- C. Application of search and seizure to:
  1. Persons.
  2. Property.
  3. Vehicles.
- D. Interviews and interrogations.
- E. Necessity of recording information and incidents.
  1. Required.
  2. Recommended.

VII. Providing Industrial Security Services.
- A. Private.
  1. Alarm and surveillance organizations.
  2. Private investigator firms.
  3. Contractual private security services.
- B. Maintaining full-time security services.
- C. Government security operations.
  1. Government investigative agencies.
  2. Availability and jurisdiction of government organizations.

INSTRUCTIONAL METHODS:

1. Lecture and discussion.
2. Films, film strips, slides, audio and video tapes.
3. Text and supplemental readings.

4. Demonstrations.
5. Field trips.

EVALUATION METHODOLOGY:

1. Written examinations and quizzes.
2. Term papers and research papers.
3. Class participation and attendance.
4. Evaluation of oral reports.

MINIMUM STANDARD OF ACHIEVEMENT:

Satisfactory completion of all stated performance objectives to the satisfaction of the instructor.

SELECTED READINGS:

Brown, Robert M., The Electronic Invasion, Hayden Book Co., Inc.

Colling, Russell, Ed., Hospital Security and Safety Journal Articles, Medical Examination Publishing Co.

-----, Procedures for Security Control in Securities Firms, Banks, The Conference Institute

Currer-Briggs, Noel, Ed., Security Attitudes and Techniques for Management, Hutchinson of London, Publishing

Ferguson, Robert J., The Polygraph in Private Industry, Springfield, Charles C. Thomas

Fletcher & Douglas, Total Loss Control Within the Industrial Environment, Associated Business Programmes Unlimited

Greene, Richard M., Business Intelligence and Espionage, Dow-Jones-Irwin, Inc.

Hamilton, Peter, Espionage and Subversion in an Industrial Society, Hutchinson of London, Publishing Co.

Healy, Richard J., and Walsh, Dr. Timothy J., Industrial Security Management, Charles C. Thomas

Momboisse, Raymond M., Industrial Security for Strikes, Riots and Disasters, Springfield, Charles C. Thomas

Oliver, Eric and Wilson, John, Practical Security in Commerce and Industry, Grower Press

Weaver, Leon H., Industrial Personnel Security: Cases and Materials, Springfield, Charles C. Thomas

Weber, Thad L., Alarm Systems and Theft Prevention, Los Angeles, Ca., Security World Publishing Co., 1973

Wise, David and Ross, Thomas B., The Espionage Establishment, Random House

Woodruff, Ronald S., Industrial Security Techniques, Charles E. Merrill Publishing Co., Columbus, Oh., 1974

FINAL REPORT

"UPDATE ADMINISTRATION OF JUSTICE CURRICULUM"

923 Group

Riverside, California

Bob Blanchard, Project Director
Ben Clark
Stan Everett

Approved Start Date: August 8, 1979

Proposed Ending Date: June 30, 1980

"The activity which is the subject of this report was supported in whole or in part by the U.S. Office of Education, Department of Health, Education and Welfare. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred."

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EXECUTIVE SUMMARY

The goal of this project (to update Administration of Justice Curriculum for use in programs throughout the State) will be accomplished by meeting the following objectives:

1. Review:
   Review of the current curriculum by the contractor and consultants.

2. Establish:
   Select a Curriculum Development Committee in consultation with the specialist in Criminal Justice Education, Chancellor's Office, California Community Colleges.

3. Consult:
   The Committee will review the present curriculum and solicit suggestions from colleges, practitioners, and others regarding needed changes.

4. Write:
   These changes will be incorporated in the new curriculum and reviewed by as many people in the field as possible.

5. Disseminate:
   The revised curriculum will be distributed.

It is recognized that this project differs from many in that it is taking an established product currently in use by Community Colleges throughout the State for the purpose of updating that product. The project begins with interested practitioners and what might be considered a first draft.

This project starts with the selection of a Curriculum Development Committee. The Committee will be provided with the existing curriculum for their review. Liaison will be established with the Criminal Justice Liaison Committee to the Articulation Conference (Liaison Committee), California Association of Administration of Justice Educators, California Association of Police Training Officers, the California Academy Directors Association, California Peace Officers Association, and other interested groups and individuals.

The project director will develop a representative advisory committee to oversee the total curriculum revision. It is intended that this advisory committee will have broad representation from all segments of the criminal justice system, as well as the private sector.

Copies of the current curriculum will be sent to the Advisory Committee, Community Colleges and four year institutions currently utilizing it. They will be asked to review and make comments and recommendations concerning changes to the Curriculum Development Committee.

The Group and the Curriculum Development Committee will prepare a draft of the curriculum incorporating these recommendations for revision. This draft will be revised by the Advisory Committee, the Liaison Committee, CAAJE, CAPTO, CPOA, and other selected groups and individuals to secure further suggestion for necessary change and/or revision.

A draft will be prepared to include these revisions. This draft will be reviewed by the above mentioned groups and returned to the 923 Group for preparation of a final draft.

This will be reviewed by the Advisory Committee and the Liaison Committee.

The final revision will result in a camera ready copy from which 1,000 copies will be printed and bound. These copies, and the original camera ready copy will be delivered to the Chancellor's Office.

PROJECT ACTIVITIES

OBJECTIVE

1. Review the Administration of Justice Curriculum now being used in the California Community Colleges.

ACTIVITIES

1. Receive and execute the contract.
2. Organize for the project.
3. Review the current Administration of Justice curriculum.
4. Review the literature.
5. Assemble sufficient copies of all literature for the project.
6. Assemble the necessary forms to be used during the project.

DESCRIPTION

Once the contract has been awarded, there is a need for an organizational period and time to accumulate sufficient copies of all the literature which will be used during the course of the project. The Group will review the literature to insure that proper qualifications have been determined for the consultants who will participate. This will be based upon the literature and the expertise of the consultants to be involved. Following the review, the Group will meet with the criminal justice specialist from the Chancellor's Office to determine the exact composition of the Curriculum Development Committee. The Advisory Committee selection will be discussed at that time. This meeting will also be used to determine the calendaring of participating agencies and groups.

OBJECTIVE

2. Establish the Curriculum Development Committee.

ACTIVITIES

1. Select the Committee.
2. Contact and arrange for establishment of the first meeting.
3. Send out resource material.
4. Conduct a two day meeting with the Committee.

DESCRIPTION

The Curriculum Development Committee, under the direction of the Group will produce the end product, that is, the updated Administration of Justice Curriculum. It is anticipated that this committee will consist of from 8 to 10 members who will write the 22 courses under the direction of the Group. This will be done with the input of a representative group of Administration of Justice educators and practitioners in the State. The first meeting will have three major objectives. One, to introduce to the Committee the total project and the Committee's involvement with the curriculum and the practitioners. Two, to exchange as much information as possible concerning the courses and literature review. Three, to produce a working revision which will be exchanged with the practitioners and other participating groups in the State.

OBJECTIVE

3. Consult with practitioners and solicit recommendations for change.

ACTIVITIES

1. Establish an Advisory Committee.
2. Establish a calendar for critique and review.
3. Establish a list of criminal justice practitioners or agencies to be involved.
4. Establish meetings with the Liaison Committee and other interested groups.
5. Establish on-going follow-up procedures by the Group.
6. Establish meeting places.
7. Establish reproduction schedules for the various revisions.
8. Establish meeting dates with the criminal justice specialist in the Chancellor's Office.

DESCRIPTION

The involvement of the field practitioners with the Curriculum Development Committee and the Group is the major activity of the project, as this will lead to the final revision of the curriculum. The Group will establish an Advisory Committee and will have contact with the Advisory Committee no less than five times during the project in reviewing revised copies of the curriculum. The Group will meet with the Liaison Committee at least twice during the duration of the project to advise them of the progress and seek their input. The Group will contact the criminal justice practitioners at least four times during the project advising them of progress, distributing resource material, and soliciting changes to the draft revisions. The Group will meet with the criminal justice specialist at least four times during the project to keep the Chancellor's Office informed. The work by the Curriculum Development Committee will result in at least three revisions to the present curriculum which will be reviewed by the Curriculum Development Committee

and other groups previously mentioned. The organization chart shows that each of the partners assumes major responsibility for a specific area of interest in the curriculum. The Group will be in constant contact with the Curriculum Development Committee members and the Administration of Justice experts in the field to insure quality control. The practitioners and institutions selected to participate will remain constant.

OBJECTIVE

4. Preparation of the rewritten curriculum incorporating these suggestions.

ACTIVITIES

1. Secure all final comments on all revisions.
2. Meet with the Curriculum Development Committee.
3. Develop final revision.
4. Type final revision.
5. Print and bind 1,000 copies.
6. Review of total project.

DESCRIPTION

After all steps described above are completed, the Curriculum Development Committee will meet to develop the final revision. The final revision will be prepared in camera ready copy by the Group for delivery to the printer. One thousand copies will be printed.

OBJECTIVE

5. Dissemination to the field through the California Community Colleges.

ACTIVITIES

1. Secure the copies from the printer.
2. Deliver the end product to the Chancellor's Office.

DESCRIPTION

One thousand printed and bound copies, and the original camera ready copy will be delivered to the Chancellor's Office.

DELIVERABLE

Final product of this project is reflected by the 1,000 published copies of the Revised Administration of Justice Curriculum (attached document).

ANTICIPATED OUTCOME

There were no differences between the anticipated project outcome and actual final document.

NEED

The need for this project was perhaps best expressed by Dr. Sidney W. Brossman, former Chancellor of the California Community Colleges in his foreward on the original Core Curriculum Project when he said, "California Community Colleges are attentive to the needs of people in their districts. Each college endeavors to provide occupational programs to meet employer needs as well as those of its students." In addition, Dr. Brossman noted that, "these programs are constantly examined and revised for compatibility with local practices, as well as state and national standards and needs."

The field of Administration of Justice has been, and is in a state of constant and fairly rapid change. There is increasing demand for practical job specified training and education based on established performance objectives. It is important that we know the thinking of practitioners in the field on how they perceive these courses being taught to keep abreast of current and future changes.

If the California Community Colleges are going to continue to meet the needs of people in their districts, it is essential to (1) review what they are currently doing; (2) obtain input concerning necessary changes/revisions; (3) make these changes/revisions, and (4) implement the revised curriculum. This process insures that the curriculum for the Administration of Justice course maintains a contemporary viewpoint.

PROJECT DISSEMINATION

One thousand copies of the curriculum update document were delivered to the Chancellor's Office for distribution. In addition, over 160 copies were distributed to members of:

CAAJE (California Association of the Administration of Justice Educators)

CADA (California Academy Directors Association)

California Community Colleges, Administration of Justice Programs

POST Advisory Committee members

California State Colleges/Universities, Administration of Justice Programs

FOLLOW-UP RECOMMENDATIONS

This specific project is terminal in nature, however, educational curriculum is dynamic and it is recommended that a future update effort be completed within three years.

INTERNAL EVALUATION

Each completed phase of the curriculum development project was evaluated by the Advisory Committee, Liaison Committee and over 100 criminal justice

educators and practitioners. In addition, the Curriculum Development Committee, representing a blend of educators and practitioners, carefully reviewed and analyzed each item contained in the final document.

OBSERVATIONS

The project development strategy was well designed and functioned smoothly. The importance of developing and maintaining close communications ties with those impacted by project results cannot be over emphasized.

JUL 24 1981

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